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ABSTRACT

In view of the growing interdependence of nations and peoples, this bulletin is designed to prepare students for the future through a global history course. The course includes two major emphases: regional history and the interrelationships among regions dating from 1500 to the present. Theme I, entitled "Many Factors Influence the Development of Civilizations," contains an introduction to the tools and disciplines used in studying people and societies, the commonalities that exist among people, and the global approach to studying history. "Early Civilizations and Cultures Developed around the World" is the topic of Theme II and presents factors linking the earliest civilizations as manifested by the movement of peoples, the diffusion of culture, and the process by which one society builds upon ideas and institutions of other societies. Both themes contain learning activities with suggested approaches for teaching topics related to the themes and their subthemes. Each learning activity covers the rationale, performance objectives, and several teaching strategies. (KWL)

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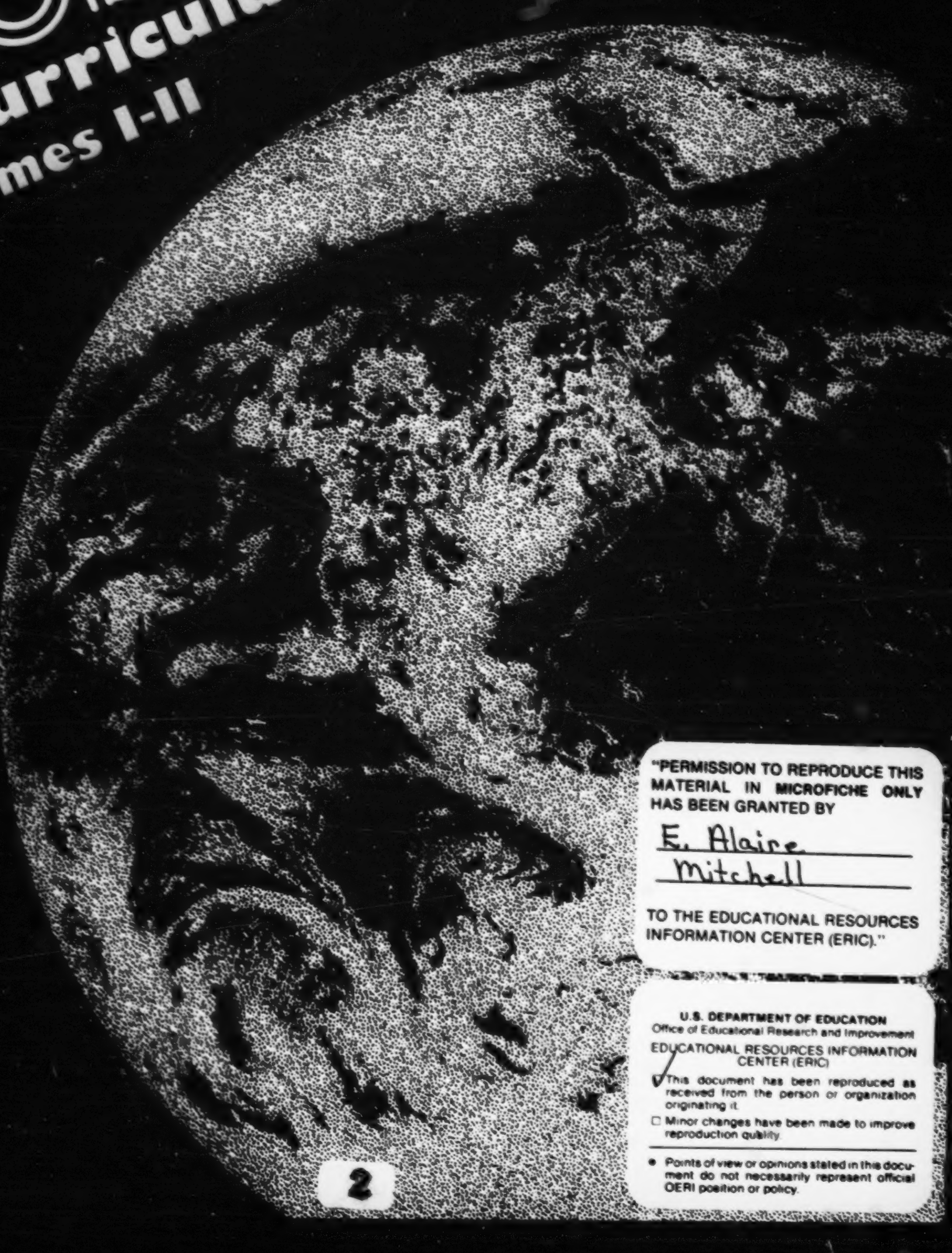
GLOBAL HISTORY

A Curriculum Guide

Themes I-II



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INTRODUCTION

An educated person on planet Earth must be cognizant of the world's political and cultural regions in the past and present, and more importantly, of the continuing interrelationships connecting these regions.

How can young people be prepared to cope with the challenges of life in an interdependent world? "Given the nature of the contemporary world and the forseeable future," argues Dr. Robert Leestma, "every educational system should reflect much more adequately than it currently does such matters as the unity and diversity of mankind, the interdependence of nations and peoples, and the need for international cooperation in shaping an acceptable future."[1]

Because of the need to prepare students for the future, this three-semester course in global history is being introduced. Global history is a history of the world which includes two major emphases.

First, it deals with regional history, the histories of Eurasia, the Americas, the Sub-Saharan Africa and Australasia which existed up to 1500. These regional histories include the contacts and interactions between and among groups of people. For example, Mohammed's religious ideas motivated conquests which spread through the Middle East, North Africa, and parts of Europe and Asia.

The second major emphasis of global history deals with the interrelationships among the regions of the world which developed from 1500 up to the present. Lee Anderson illustrates the idea of interrelationships among regions when he states, "...there is very little African history that is African, but a lot of world history takes place in Africa; there is very little American history that is American, but a lot of world history takes place on the American continents ..."[2] However, this does not mean that regional histories have ended. Such histories continue to develop parallel to global history, e.g., Tanzanian history and United States history.

In retrospect, the globalization of history involved three fundamental types of historical change. First, there was an emergence and growth of global interdependence. The price of gasoline in the United States being dependent upon OPEC's decisions is an example of global interdependence. Second, there was an emergence and growth of a shared history. The spread of religions such as Judaism, Christianity, Islam and Buddhism gave peoples in different parts of the world common beliefs and values. Political movements such as nationalism, socialism, and democracy changed governments and sometimes even the way people lived. Third, there was an emergence and growth of global ideas that influenced the flow of regional, national and local histories. For example, 20th Century Asians and Africans patterned their nations after the nation-state building model of the early modern Europeans but adapted the concept to meet their own cultural needs.

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[1] Robert Leestma, "Education for a Global Age," Vital Issues, 28, March 1979, p. 1.

[2] Lee Anderson, Schooling and Citizenship in A Global Age, Bloomington, Indiana: Mid-America Program for Global Perspectives in Education, Indiana University 1978, p. 9.

It should be emphasized that global history does not embody a radical change in content matter; rather, it represents a shift in focus, from a traditional curriculum which looks at culture and events in eastern and western civilizations as isolated developments to a curriculum which examines the interchange between societies and nations throughout history. After a brief introduction (Theme I), Theme II presents the factors linking the earliest civilizations, as manifested by the movement of peoples (resulting from wars, commerce, and migration), the diffusion of culture, and the process by which one society builds upon the ideas and institutions of other societies. Themes III through VIII present a history of the world from approximately 1500, stressing concepts of cultural diffusion and interdependence.

The study of global history brings into focus the myriad histories of the world's peoples, pointing to the continuity, connectiveness and richness of the different civilizations. The course is designed to equip students to begin to gain increased awareness of other peoples and cultures. As a result, they will begin to understand how to function as members of their communities, their country and their world.

GLOBAL HISTORY THEMES

SEMESTER I

Theme I: Many Factors Influence the Development of Civilizations.

Theme II: Early Civilizations and Cultures Developed Around the World.

SEMESTER II

Theme III: Changes in Thought and Actions Led to the Emergence of the Modern World.

Theme IV: Developing Democratic and Nationalist Movements Have Had an Effect Around the World.

Theme V: The Industrial Revolution Had Global Impact.

SEMESTER III

Theme VI: Nineteenth Century Imperialism Affected the Imperial Powers and the Colonies.

Theme VII: Wars, Efforts for Peace, and Revolution in the 20th Century.

Theme VIII: Economic, Political and Cultural Changes in the Post-War World Affects Our Lives Today.

HOW TO USE THIS BULLETIN

This curriculum bulletin is designed to assist teachers and supervisors in the implementation of the Global History course. The course of study presents the major themes and subthemes from which learning activities, performance objectives and teaching strategies are developed.

Teachers should review the course of study outline to familiarize themselves with the major themes and subthemes to be taught each semester.

The learning activites present suggested approaches for teaching the themes. Each learning activity deals with a topic related to a particular theme or subtheme and contains a rationale, performance objectives and several teaching strategies.

Each rationale explains the importance of the topic to the overall theme, and identifies the important concepts and understandings to be taught in the subtheme. These concepts and understandings should become a major focus of day-to-day lessons.

The performance objectives present specific knowledges and/or skills which students should achieve at the completion of the suggested strategies in a learning activity. This information and appropriate skills should be the basis upon which lessons are developed.

Strategies are suggested teaching techniques which illustrate how a particular topic might be taught. They are provided to assist teachers in planning lessons which include a variety of techniques beyond the traditional textbook. Each strategy provided in this curriculum bulletin aims to promote learning by including one or more skills in an area such as critical thinking, reading, writing, map reading and/or problem-solving. Some strategies may include roleplaying, simulations, small group discussions, brainstorming, debates, research activities, interviews and "hands on" experiences.

The teaching/learning materials in this curriculum include many primary sources - maps, charts, graphs, diagrams, photographs, diaries, documents, speeches, and letters of a particular era. These materials should be used in lessons to give students opportunities to understand the value of primary sources and to evaluate their use in learning about past and present events. The variety of materials gives teachers options from which to choose those which meet needs of students of varying abilities. Many of the teaching materials have been placed on separate worksheets which may be duplicated and distributed to the class. In short, primary source materials can become a viable basis for developing critical thinking skills as well as an aid for learning factual information for all students.

Through this new social studies curriculum design, teachers will have access to a variety of materials not usually found in textbooks. These materials should enrich the teaching/learning process by providing more interesting challenging and appropriate data for the overall themes of the three semester course.

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The overall concept for the design of the materials was reviewed by Nathan Quinones, Executive Director, and Dr. Philip Groisser, Superintendent, Division of High Schools.

Supervision of the development of the course outline and the teaching/learning materials was the responsibility of Dr. Florence Jackson, Director of The Social Studies Unit, which is part of the Office of Curriculum Development and Support, Dr. Morris Freedman, Director (interim acting).

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CONTENT OUTLINE

THEME I: MANY FACTORS INFLUENCE THE DEVELOPMENT OF CIVILIZATIONS

THEME I - MANY FACTORS INFLUENCE THE DEVELOPMENT OF CIVILIZATIONS

The first part of this unit introduces the tools and disciplines that are used in studying people and societies. This unit also focuses on the influence of the environment upon individuals and their societies and as a factor in promoting or retarding contact among peoples.

The next part of this unit explores the commonalities that exist among people, and examines some of the obstacles that prevent people from fully appreciating cultures and societies different from their own. The final segment of this unit introduces the global approach to studying the history and development of nations throughout the world.

A. We live in a global community.

   1. Events occurring in one area of the world impact upon nations and individuals in other parts of the world.

   2. Nations are linked by a network of economic interdependence.

   3. Environmental problems can affect people in every region of the world.

B. The environment is important to society.

   1. The community, natural habitat, and culture are components of the total environment.

   2. Basic human needs - food, clothing and shelter - are influenced by our physical environment and our culture.

   3. The physical environment can encourage or restrict contact among people.

   4. People use the environment to promote economic goals.

C. The social sciences study people and societies.

   1. The social sciences include geography, history, sociology, economics, archeology, anthropology, political science and psychology.

   2. The tools of the social scientist include primary and secondary written sources, artifacts, oral interviews, realia, maps charts, graphs.

   3. Each of the social sciences focuses on different factors in the total environment of a society.

D. Cultures and societies have many traits in common.

   1. The culture in which we live influences the way we view the outside world and how we react to others.

   2. People should learn to understand and to appreciate cultures different from their own.

3. Providing for individual and group needs is a common goal of all peoples and cultures.

4. Present culture is shaped by the past.

5. Interaction among peoples can have important effects on cultural change.

6. Location, topography and resources affect interaction.

E. Global history highlights the interaction and interdependence among peoples and nations.

1. Contact among peoples and nations can lead to cultural diffusion.

2. Nations borrow and adapt ideas and institutions developed in other nations.

3. Nations are selective in what they borrow and adapt from other nations.

4. Events occurring in one area of the world have influenced developments in other parts of the world.

5. Nations are sometimes dependent upon other nations for economic and political survival.

LEARNING ACTIVITIES

THEME I: MANY FACTORS INFLUENCE THE DEVELOPMENT OF CIVILIZATIONS

THEME I: MANY FACTORS INFLUENCE THE DEVELOPMENT OF CIVILIZATION

SUB-THEME: *ASSESSING STUDENTS' POSITIONS ON GLOBAL ISSUES*

LEARNING ACTIVITY 1

RATIONALE

Determining students present attitudes will guide your approach and emphasis in the course. This survey can also give you an evaluation of how effective the course has been in changing attitudes if it is given again at the end of the course.

PERFORMANCE OBJECTIVES

Students will be able to state and defend a position on various global issues.

STRATEGY

- Ask students to complete "Survey of Global Attitudes" (Worksheet 1). After they have completed the survey, conduct a discussion in which you might ask different students how they responded to each statement. Ask each respondent to defend the position taken.

- The second time this survey is distributed you might ask the class the following question: Has your viewpoint about any of the statements in the survey changed after having completed the course on global history? Why? Why not?

GLOBAL HISTORY SURVEY

For each of the statements listed below, check the box that most closely approximates your own opinions about the statement. Be prepared to defend your answers.

Events that happen in one nation affect other nations.

Agree	Strongly Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

People develop similar ideas in different parts of the world.

Agree	Strongly Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

The lives of people are changed by contact with others of different cultural and ethnic backgrounds.

Agree	Strongly Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

Nations need to cooperate with other nations to survive.

Agree	Strongly Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

People from different parts of the world are more different than alike.

Agree	Strongly Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

Physical appearance determines the culture of a people.

Agree	Strongly Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

Nations should use their own cultural ideas rather than borrow or adapt from other nations.

Agree	Strongly Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

Other nations have had little influence on the development of the United States.

Agree	Strongly Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

The United States should try to expand its culture and ideas to other nations.

Agree	Strongly Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

Nations should take and adapt the ideas of other nations to meet their own needs.

Agree	Strongly Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

SUB-THEME: *IT'S A SHRINKING WORLD*

LEARNING ACTIVITY 2*

RATIONALE

We frequently hear that the world is growing smaller, that global interdependence is increasing, and that we all live in a fragile "spaceship earth." How can we make students aware of the degree to which global interdependence affects their lives? How can students define and measure global interdependence? This lesson begins to answer these questions by focusing on some common measures of interdependence between nations. This activity also involves students in exploring the attention given to international events and issues by the news media.

PERFORMANCE OBJECTIVES

Students will be able to:

- Define global interdependence.
- Identify five common measures of global interdependence.
- Determine the effects of news media coverage on creating global awareness.

STRATEGY 1

- Distribute copies of "How Much Impact?" (Worksheet 2) and ask students to indicate the extent to which each headline might affect them as individuals and the United States as a whole.

- When everyone has completed the exercise, poll the class to get a consensus response to each item. To stimulate discussion, you might briefly explore the following effects of each headline:

- To stimulate discussion, you might briefly explore the following effects of each headline:

  - Long-term vs. short-term effects. For example, rising oil prices should have a relatively long-term effect on the American economy and on the ability of students' families to drive motor vehicles and heat their homes. Similarly, a peace accord in the Middle East might have a long-term effect on global peace which would lessen the chance of U.S. involvement in war. The Brazilian freeze and the Bolivian strikes, on the other hand, would have relatively short-term effects on the prices of coffee and tin in the United States.

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* Adapted from Kenneth A. Switzer and Paul T. Mulloy, Global Issues, (Center for Teaching International Relations, University of Denver, Denver, Colorado, 1979) pp. 4-6.

- Direct vs. indirect effects. Rising OPEC prices would have a direct and immediate effect both on individual citizens and on the nation's economy. The Tokyo flu epidemic would have a direct effect only on U.S. citizens who happened to be in that area at the time.

- You can help students assess global interdependence on a personal level by asking whether they have ever:
  - visited another country.
  - written to or heard from a relative or friend who lives in another country.
  - talked to anyone who has lived abroad about his or her experiences.
  - read or subscribed to a newspaper or magazine that was published in another country.
  - seen a motion picture that was produced in another country.
  - listened to a radio program in a language other than English.
  - driven or ridden in a car that was not made in the United States.
  - owned a television set, calculator, stereo, or other appliance that was not manufactured in the United States.

- To summarize, ask the class to decide how interdependent the world seems to be on the whole. You might have them vote by means of a 1-5 scale, with 1 representing little interdependence and 5 representing much interdependence.

STRATEGY 2

- Distribute copies of Worksheet 3, "Measures of Interdependence," and allow students a few minutes to look over the graphs. (Note that each graph clearly measures the growing interdependence of countries and peoples.)

- Ask students to identify any trends indicated by the data. They should be able to point to the following trends:
  - steadily increasing tourist travel to the United States.
  - the rapid growth of U.S. investments abroad and foreign investments in the United States.
  - the increasing number of overseas telephone calls and international organizations.

  Students should also observe that all the data point to increasing interdependency between nations.

- Advanced students or classes might be encouraged to predict the direction and magnitude of future global trends. One logical prediction might be that the trends noted in Worksheet 3 probably will continue in the absence of a global war or depression which would alter the steady growth of trade and communication between nations.

STRATEGY 3

- Divide the class into three groups and distribute copies of Worksheet 4, "News Media Analysis Form." Assign one group to conduct a content analysis of daily newspapers, the second group to analyze television news programs, and the third group to analyze weekly news magazines. Students should use the analysis instrument for a specific amount of time (e.g., one week, two weeks, etc.).

- After the analyses have been completed, ask the students to compare the different news media for global emphasis and to speculate why time or space were allocated as they were. Students should also attempt to determine why changes might have occurred in the amount of time allocated to international events or issues. The following questions may be used to summarize the discussion:
    - What kind of view of the world do we get from the news media?
    - How much time or space do you think was devoted to global issues or events five years ago, compared to the present situation? Why?
    - How much time or space do you think will be devoted to global issues or events in the future? Why?
    - If you were a news director or editor, would you give more or less time to global issues and events? Why?
    - Do the time and space devoted to global issues by the news media have any effect in creating global awareness?

WORKSHEET 2 **THEME I**

HOW MUCH IMPACT?

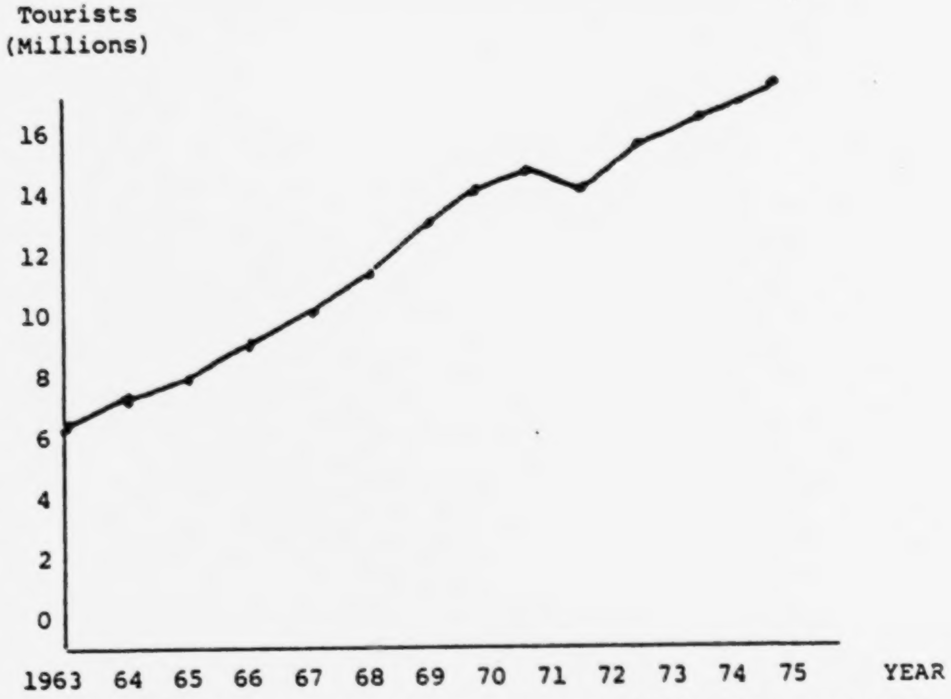
Directions: Listed below are 15 headlines from U.S. newspapers. Across from each headline are two continuum scales that can be used to measure the degree of impact (from 1=very little to 5=very much) of the event depicted in the headline. Use the first scale to indicate how much impact the event would have on you as an individual. Use the second scale to indicate the degree of impact the event could have on the United States as a nation. Indicate your choices by circling a number from 1 to 5 on each scale.

	Little Impact				Much Impact
1. OPEC Nations Raise Oil Prices 10%					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
2. Freeze Strikes Brazilian Coffee Plantations					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
3. Dollar Falls in European Money Markets					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
4. Strikes Close Bolivian Tin Mines					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
5. Peru Declares 200-Mile Fishing Limit					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
6. Flu Epidemic Strikes Tokyo					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
7. France Announces Production of 10 SSTs					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5

	Little Impact				Much Impact
8. Mexico Discovers New Oil Reserves					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
9. Oil Spill Pollutes Mediterranean Beaches					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
10. Egyptian-Israeli Peace Accord Nears					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
11. Russian Wheat Harvest Below Expectations					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
12. Kenya Approves Use of DDT					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
13. India Announces Development of H-Bomb					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
14. Strikes in Iran Stop Oil Production					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
15. Japan Agrees to Accept More Imports					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5

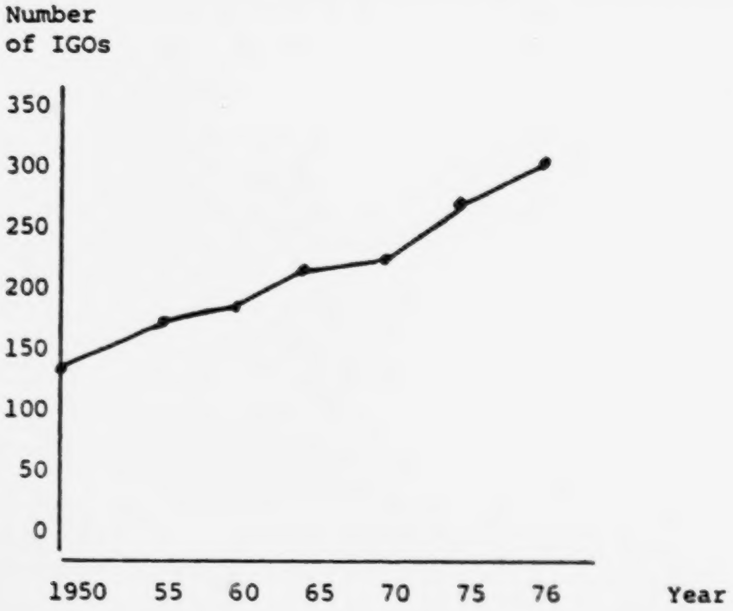
MEASURES OF INTERDEPENDENCE

Foreign Visitors to the United States, 1963-1975



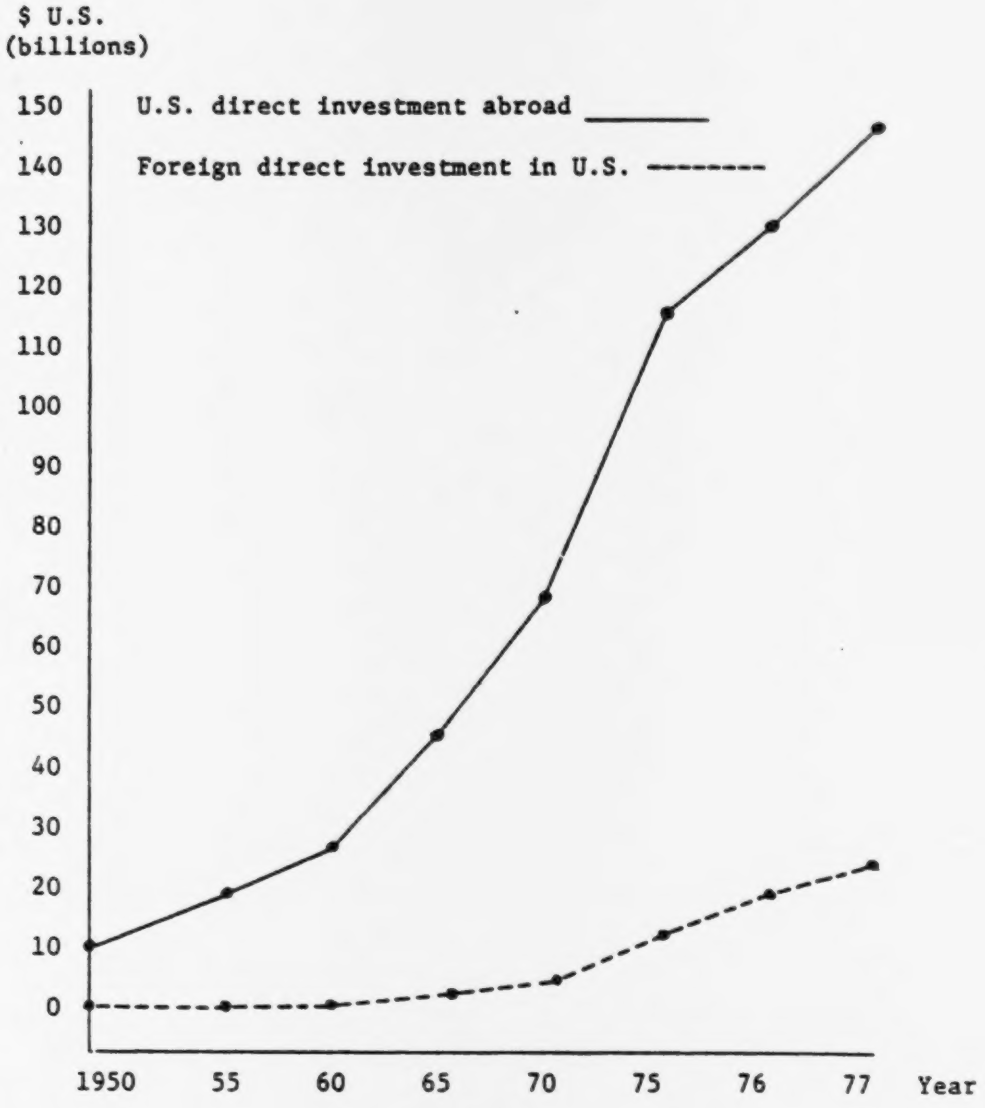
Source: *United Nations Statistical Yearbook*, 1966, 1970, and 1976.

Number of International Governmental Organizations (IGOs), 1950-1976



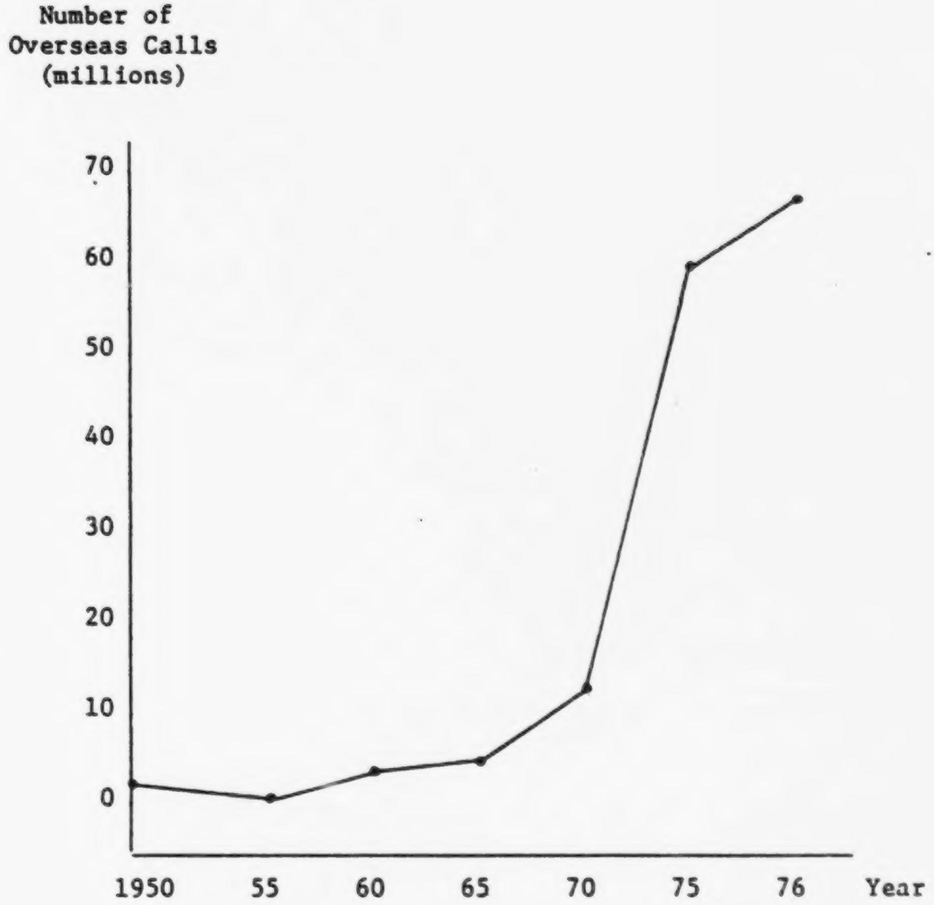
Source: *Yearbook of International Organizations*, 1978 (Union of International Associations). Note: IGOs are defined as organizations whose members represent two or more national governments.

Two-Way Flow of Investments, 1950-1977



Source: *Statistical Abstract of the United States*, 1978 (U.S. Department of Commerce, Bureau of the Census).

Telephone Calls Overseas, 1950-1976



Source: *Statistical Abstract of the United States*, (U.S. Department of Commerce, Bureau of the Census).

NEWS MEDIA ANALYSIS FORM

Directions: Use this form to record the amount of attention devoted to international events or issues by ____

during the period ____________________________.

Publication or broadcast date	% of time/space to global issues	% of time/space to national issues	% of time/space to state/local issues

Of the time/space devoted to global issues and events on each date, what percentage was devoted to each of the subject areas below?

Publication or broadcast date	Peace/ conflict	Trade/ economy	Politics/ government	Energy/ research	Ecology/ environment

SUB-THEME: *NATIONS ARE LINKED BY A NETWORK OF ECONOMIC INTERDEPENDENCE*

LEARNING ACTIVITY 3

RATIONALE

These lessons will broaden the students' understanding by challenging them to think of systems on a global scale. Such exercises will help sensitize students to the fact that we live in an interdependent world and that the particular country in which they live has been influenced by many other countries.

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe how a candy bar illustrates the working of global systems.
- Illustrate how a breakdown in one part of a system affects other parts.
- Give examples of how the problems of any one culture group may be a problem for other groups.
- Explain why different groups throughout the world must work together for human survival.
- Define "cultural diffusion."
- Construct charts and graphs showing origin and material content of personally-owned, foreign-made products to reinforce the concept of global interdependence.

STRATEGY 1*

- For this lesson, students will consider a very simple item: a candy bar.
- Suppose we think of a small town where most of the people earn their living working in a candy factory (Hershey, Pennsylvania is an obvious example). Appoint *one group* to represent the candy town.
- Ask the class what goes into a candy bar. Besides sugar, chocolate and nuts, you might mention corn syrup and coconut.
- For each of these items, identify on a world map or globe where it comes from. Thus:
  - Chocolate comes from cacao seeds, cultivated in, among other places. central Africa. Appoint *a second group* to represent the Africans who grow and sell cacao seeds.
  - Sugar might come from a Caribbean island -- *Group 3.*
  - Coconut from the South Pacific -- *Group 4.*
  - Corn syrup from the corn fields of Iowa -- *Group 5.*
  - Nuts from Brazil -- *Group 6.*

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* David C. King; Patterns for Teaching Interdependence, (Center for Global Perspectives, Summer 1976) pp. 23-24.

- In addition, the candy needs a paper wrapper which might involve a lumber company in the Pacific Northwest (*Group 7*).

- Make sure that the students are well aware of the wide geographical distribution of each of these. Then, with each of the following events, ask the students how their groups might be affected if:
  - a drought in the midwest damages the corn crop, making corn syrup hard to get.
  - a good advertising campaign on television makes many more people want to buy this particular brand of candy bar.
  - a tropical storm destroys the plantations that sold their coconuts to the factory.
  - a revolution in a Caribbean island cuts off an important supply of sugar.
  - war in central Africa involves the cacao regions.
  - the workers in the candy factory go on strike for higher wages.

Note: The main idea of this strategy is that the production of a simple product such as a candy bar depends on people from various parts of the world and the industry can be seriously affected by uncontrollable circumstances or human error. Therefore, when presenting this material you should point out that while these catastrophes may not necessarily destroy an industry, they can drastically affect production.

STRATEGY 2*

- After some discussion on world trade, or even as a geography spin-off, ask students to become aware of the numerous articles in their own personal wardrobes that are foreign made. Ask them to make a chart entitled, "Countries in Your Closet."* Students should divide their papers into four columns, labeled as follows: Item; Country in Which Made; Material Content; and Purchased in U.S.?

- Explain that any article of apparel (including inner or outer wear, shoes, boots, hats, belts, scarves, gloves, purses, wallets, etc.) may be used.
  - Check the article for a tag either in the back neck area, or in the back waist area, or sewn in the side seams.
  - Accessory articles (shoes, belts, purses, wallets, scarves, etc.) may have tags or stamped information in unusual areas, so check carefully.
  - Collect and record on the chart all the relevant information.
  - If the article is made in the U.S.A., record it and its material content on the chart just as you would the foreign made articles.
  - If no tag is present in an article, record it as "no information listed" on the chart under the second and third categories.

* This exercise is adapted from a learning activity developed by Linda Firestone, Indiana Public School System.

- When the students bring in their completed charts, share the information they found and ask if this information is what they expected to find true.
- Next divide the class into three groups, one to make a bar graph of the countries from which the articles came, one to show on a world map the location of these countries, and one to make a circle graph showing the material content of the apparel articles.
- When the groups have completed their graphs and map, display these for the class and discuss the impact of world trade even upon such a common thing as a student wardrobe.

STRATEGY 3: *The World in a Room**

- This introductory activity serves to reinforce the concept of interdependency. Students need to recognize that different groups of people must share the same world. The time-tested "spaceship earth" analogy is used here. Students represent the world's population, and within it, the earth's major groups. They move about the room to illustrate population distribution by continent, religion, wealth, and other categories.

  Time: 45 minutes

  Materials: 220 tokens (such as poker chips), or slips of paper, for use in Step 5.

  Procedure:

  Step 1: Move chairs, desks, tables, etc. to one side or corner of the room, leaving as large an open space as possible.

  Step 2: Explain to students that the room now represents the total land area of the earth, and that they are its population. The current population of the world is approximately 4.2 billion. Therefore, using a total of 42 students for the activity, each student represents 100 million persons. (The statistics used in this activity should be adjusted for fewer students. If 21 students are used as the population base, each student would represent 200 million persons. All other statistical data would have to be adjusted accordingly.) In the next steps, students will be asked to move around in order to recognize some important dimensions of the population's distribution.

  Step 3: The following statistics about the 42 students should be emphasized. You might ask the appropriate number of students to move to one side of the room as the numbers are read:

  - 16 of the 42 are children
  - 17 cannot read or write a simple sentence -- (that is, they are illiterate).

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* Gary R. Smith; Cultural Sight and Insight, (Global Perspectives in Education, Inc., 1979) pp. 15-18.

- 0 have a college education.
- 35 are desperately poor.
- 15 have a life expectancy of 40 years or less.
- 15 are suffering from malnutrition.
- 26 earn $200 a year or less.

Step 4: The following statistics represent the earth's population distribution by continent:

- 20 students represent the population of Asia. This group should go to the center of the room.
- 9 students represent the population of Europe (including European USSR). This group should go to one corner of the room.
- 8 students represent the population of Africa and the Middle East. This group should go to another corner.
- 2 students represent North America. This group should go to the third corner.
- 3 students represent the population of Latin America. This group should go to the remaining corner.

Ask students from another class to come in, if possible, until you have a total of 58 students in the room. Are students affected by the crowding? Would differences be accentuated? Would culture become homogenized? Where would these 16 persons go, according to distribution by continent?

Answer: 9 would go to Asia; 1 to North America; 2 would go to Africa and the Middle East; 3 to Latin America; and 1 to Europe.

- What would happen to resource distribution as a result of the increase?

Answer: It would become even more inequitable. North America would have far more per capita.

(Optional Activity) The following suggestion requires many additional students. However, the payoff for arranging to borrow extra students is well worth it, since it dramatically illustrates crowding.

- Project ahead to the year 2020. Add 58 more persons to the room. Assuming a 7% growth in energy demand, year to year, and the same proportional distribution of the population by continent, who gets how many chips?

Answer: In your calculations remember the growth in demand is compounded, i.e., the fixed 7% rate is taken yearly, 42 times, on a rising basis.

We have assumed certain levels of population growth and increase in energy demand. However, not everyone agrees on these. This activity may be extended by asking interested students to research population and energy projections, and find out why and to what degree these vary. Ask the researchers to present their results to the class.

Upon completion of Step 4 students should be able to recognize the population distribution of the world according to continent.

Step 5: A number of resource distribution activities could be used to help the students look at who consumes what. Consult United Nations demographic yearbooks for information on food consumption, etc. The following statistics would help to illustrate the distribution of the world's energy consumption:

- 220 total of world's energy consumed by the five continental areas (220 milliquads). A milliquad represents a million million BTUs (British Thermal Units-- a measure of heat and energy).
- Asia would receive 35 chips or cookies of energy (16% of the total).
- Europe would receive 40 chips (18%).
- Africa and the Middle East would receive 28 chips (12%).
- Latin America would receive 24 chips (11%).
- North America would receive 93 chips! (43%).

(This data is based on information from: John M. Fowler, Energy-Environment Source Book, Vol. 1, National Science Teachers Association, 1978.)

Step 6: Ask students to merge again. The following statistics represent the earth's population distribution according to religious affiliation:

- 10 students are Christians.
- 6 students are Muslims.
- 12 students are Hindus, Buddhists, or members of the 100 or so other assorted religions.
- 14 students would have no professed religion (in the traditional sense of that term).

This will give the students an idea of the religious distribution of the world.

For further discussion you might ask students:

- how they feel about the distributions.
- what would happen if we projected population growth ahead to the year 1990. What would it be? And what would be its distribution by continent?

  Answer: 16 students would be added to the room.

STRATEGY 4*

- Distribute copies of "Cultural Diffusion" (Worksheet 5). After students have read the passage, the following questions can be used for discussion:
  - What is meant by the term "cultural diffusion"?

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* Strategy 4 can also be applied to the section introducing the concept of global history.

- Can you imagine a typical day in your life if the United States had not borrowed and adapted concepts and products from other societies? Write an essay describing that typical day.
- Is there such a person or thing which can be described as "100% American"? Explain your answer.
- Do you regard cultural diffusion as a positive or negative development? Explain your answer.

*Cultural Diffusion

Our solid American citizen awakens in a bed built on a pattern which originated in the Near East but which was modified in Northern Europe before it was transmitted to America. He throws back covers made from cotton first grown in India, or linen first made in the Near East, or silk, the use of which was discovered in China. All of these materials have been spun or woven by processes invented in the Near East. He slips into mocassins invented by the Indians of the eastern U.S., and goes to the bathroom, whose fixtures are a mixture of European and American inventions, both of recent date. He takes off his pajamas, a garment invented in India and washes with soap invented by the ancient Gauls. He then shaves, a masochistic rite which seems to have been developed in ancient Egypt.

Returning to the bedroom, he removes his clothes from a chair of southern European type and proceeds to dress. He puts on clothes whose form originally developed from the skin clothing of the nomads of the Asiatic steppes, puts on shoes made from skins tanned by a process invented in ancient Egypt, and cut to a pattern developed in Ancient Greece and ties around his neck a bright colored cloth which is a survival of the shoulder shawls worn by 17th century Croatians of southern Europe. Before going out for breakfast he glances through the window, made of glass invented in Egypt, and if it is raining, puts on overshoes made of rubber first used by Central American Indians, and takes an umbrella invented in Southeast Asia. Upon his head he puts a hat made of felt, a material first used on the Asiatic steppes.

On his way to breakfast he buys a newspaper and pays for it with coins of ancient Lydian invention. At the restaurant a whole new series of borrowed things face him. His plate is made of a form of pottery invented in China. His knife is of steel, an alloy first used in southern India, his fork a medieval Italian invention, and his spoon comes from a Roman original. He begins breakfast with an orange from the eastern Mediterranean, a cantaloupe from Persia or perhaps a piece of African melon (water). With this he has coffee, an African plant. After his fruit and first coffee he goes on to waffles, cakes made by a Scandinavian technique from wheat first raised in the Near East. As a side dish he may have eggs first eaten in eastern Asia, or thin strips of the flesh of an animal first tamed in Eastern Asia which has been salted and smoked by a process developed in Northern Europe.

When our friend has finished eating, he settles back to smoke, an American Indian habit, consuming a plant first developed in Brazil in either a pipe developed by the Indians of Virginia, or a cigarette, derived from Mexico. If he is hardy enough he might even smoke a cigar, brought to us from the Antilles by way of Spain. While smoking he reads the news of the day, imprinted in characters invented in Germany. As he absorbs the information in the newspapers of the problems that exist in other countries he will, if he is a good conservative citizen, thank a Hebrew deity in an Indo-European language that he is 100% American.

* -- adapted from writings of Ralph Linton

SUB-THEME: *THERE ARE MANY VARIATIONS IN ENVIRONMENTS AROUND THE WORLD*

LEARNING ACTIVITY 4

RATIONALE

Variations in temperature and rainfall can determine not only where we live, but can influence our lifestyles. The types of houses in which we live, the foods we eat, and the kinds of leisure activities we enjoy can be determined by climate.

PERFORMANCE OBJECTIVES

Students will be able to:

- Compare and contrast different environments such as deserts, grasslands, and coastal regions.
- Develop categories within which to classify climates, i.e., tropical, temperate, polar, equatorial, sub-equatorial, dry, wet, cold, warm, seasonal, etc.
- Analyze charts and graphs.
- Identify the range of environments on our globe.

STRATEGY 1

- You can either distribute copies of Worksheet 6, or project the graphs on an overhead projector, and explain the meaning of each graph, pointing out that the lines represent temperature across the months, while the bars delineate amounts of rainfall throughout the year.
- You can direct class discussion by asking the following questions:
  - Which climate depicted on Charts A through F would you most like to live in? Why?
  - Which climate would you least like to live in? Why?
- You can ask students to either draw or write about the following:
  - The types of houses people would inhabit in each climate
  - The leisure activities at a particular time of year (e.g., in Climate A, people might ski in December)
  - The plant life that grows in each area, etc.

  Students can share their descriptions with eachother, explaining how and why they decided to depict each place from the information given on the charts.

STRATEGY 2

- List the following cities and climates on the board and point out the locations on a world map. Ask students to match each chart with the appropriate city:

CITY	CLIMATE
1. Peoria, Ill.	Temperate, plains
2. Nome, Alaska	Tundra
3. Aswan, Egypt	Desert
4. Sri Lanka	Tropical, humid, equatorial
5. Athens, Greece	Mediterranean, dry
6. Santiago, Chile	Dry, sub-equatorial

- Correct match: 1 (a) 2 (b) 3 (c) 4 (d) 5 (e) 6 (f)

STRATEGY 3

A concluding activity could involve students in making a list of trade items which people in any two places would want to exchange. For example, what might the people in a desert environment, (c), want to exchange with people who live in a tropical area, (d)? Which place would be in greater need of the other's products? Why?

WORKSHEET 6

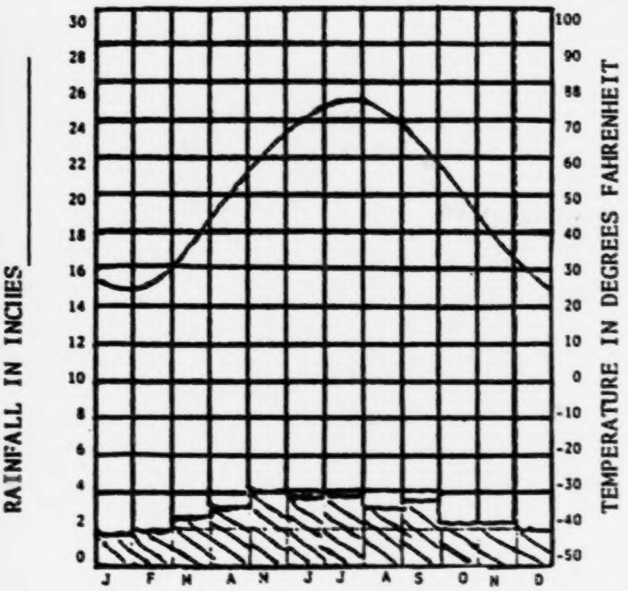
THEME I

CLIMATE IN THREE DIFFERENT PLACES

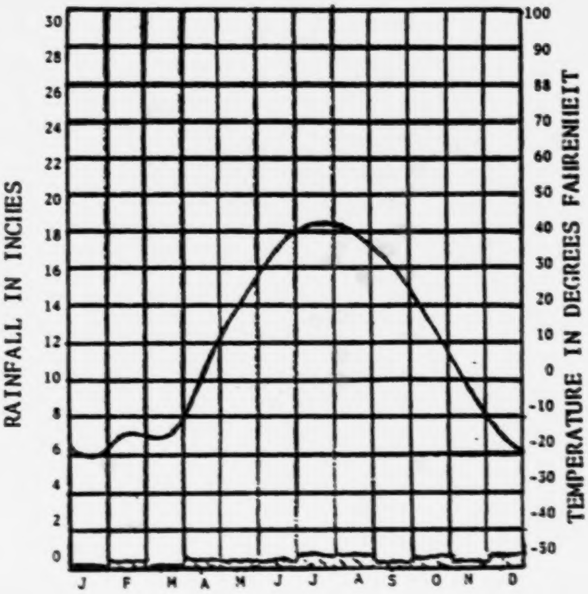
DIRECTIONS:

1. LINES SHOW TEMPERATURE FROM MONTH TO MONTH
2. BARS WITH DIAGONAL MARKS SHOW RAINFALL EACH MONTH

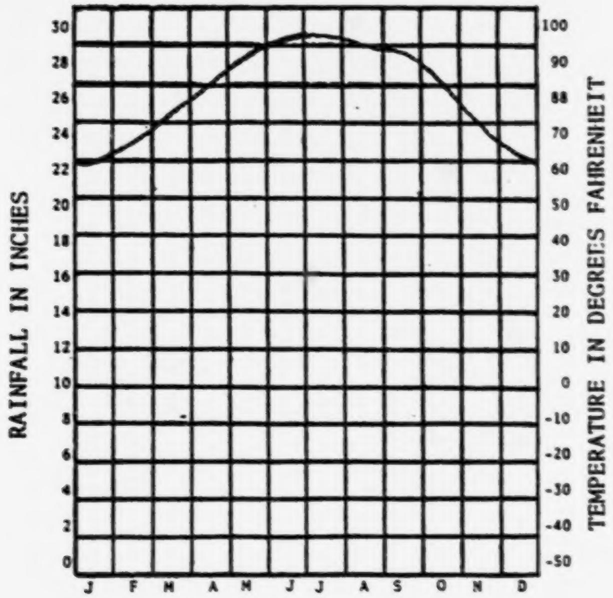
PLACE A



PLACE B



PLACE C

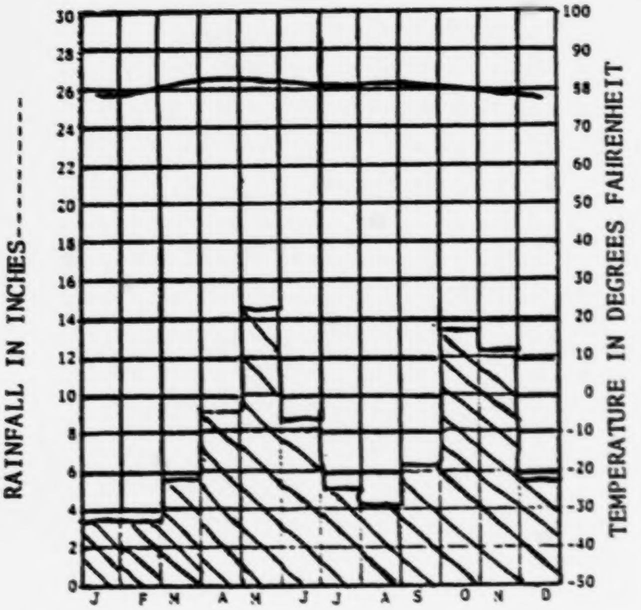


CLIMATE IN THREE DIFFERENT PLACES

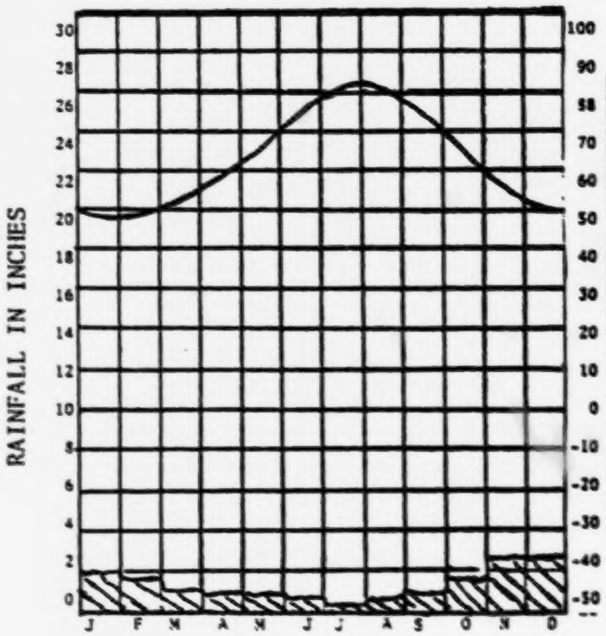
DIRECTIONS:

1. LINES SHOW TEMPERATURE FROM MONTH TO MONTH
2. BARS WITH DIAGONAL MARKS SHOW RAINFALL EACH MONTH

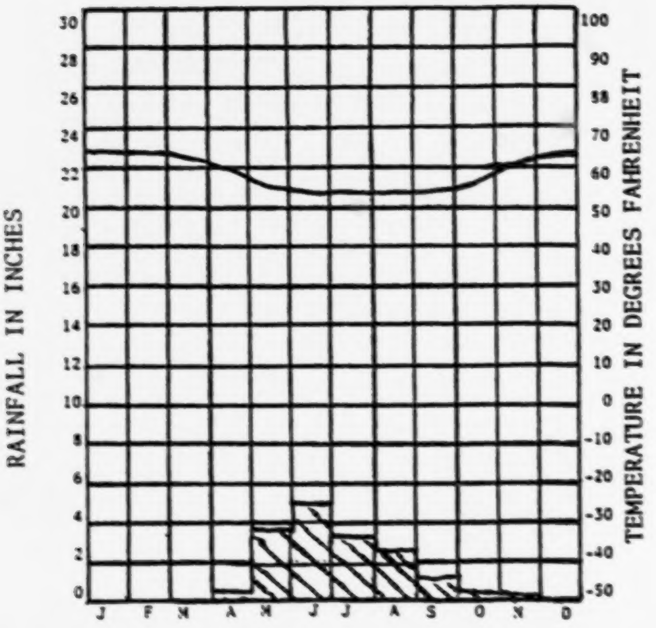
PLACE D



PLACE E



PLACE F



SUB-THEME: *GLOBAL IMPACT OF ENVIRONMENTAL PROBLEMS*

LEARNING ACTIVITY 5*

RATIONALE

As the world economy continues to grow, the earth's capacity to supply fresh water, provide living space, arable land, and natural recreation areas, and absorb waste products will be increasingly tested. Some of these capacities may be adequate to support the present rate of economic growth well into the next century; however, others are dangerously close to reaching their limits. Signs of environmental deterioration are already visible on a global scale in the form of polluted lakes and streams, toxic materials in the environment, alterations in climate, soil erosion, and the extinction of certain species of plant and animal life.

Numerous examples can be used to bring into focus the extent of global interdependence in the areas of environment and technology. To meet the rising demand for food new land is cleared; this results in the steady and progressive deforestation of the earth, particularly in the developing regions of the world. The discharge of waste products into the ecosystem continues to rise and this creates global problems. Likewise, the use and abuse of the world's oceans represents still another example of environmental interdependence. We are now able to exploit the mineral resources of the deep sea, drill for oil and gas at depths not possible a decade ago, and catch huge quantities of fish. The result, however, is an increase in the amount of pollutants discharged into the sea and a reduction in the vital elements necessary to sustain ocean life.

The challenge to the teacher is to provide a classroom experience which will enable students to understand the relationship between human beings and the natural environment -- that the satisfaction of human needs depends directly or indirectly on the natural resources in the earth's biosphere; and that the activities of all human beings affect the earth's biosphere.

PERFORMANCE OBJECTIVES

Students will be able to:

- Identify the effects of oil spills upon the resources of the oceans.
- Recognize some of the complexities involved in preventing further pollution of the environment.
- Define the concept of global interdependence.
- Interpret data on environmental pollution from charts and graphs.

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* Kenneth A. Switzer and Paul T. Mulloy, Global Issues, (Center for Teaching International Relations, University of Denver, 1979) pp. 53-58.

STRATEGY 1

- Announce to the students that they will be participating in an activity which will give them the opportunity to experience some of the complexities involved in preventing further pollution of the ocean.
- Divide the class into groups of four. Explain that each group will consist of the same four individuals--a representative to the U.S. Congress, a United Nations official, an OPEC agent, and an oil company representative--and that students will role-play these individuals. Distribute copies of Worksheet 7, "Role Objectives," and orally review the objectives for each role that will be assumed during the simulation.
- Distribute copies of Worksheet 8, "Collision Off the English Coast," and allow students a few minutes to read it. After the students have read the worksheet, make sure they understand that pollution of the world's oceans has reached alarming levels. For example, golf-ball-size pieces of oil tar have been found in massive proportions throughout the Atlantic Ocean. During the 1960s and 1970s, more than 740 oil spills were caused by tanker collisions.
- Give each group a copy of Worksheet 9, "Action Form." Explain that the objective of this activity is to decide on a course of action in response to the oil tanker collision and consequent demands by environmental groups and certain members of the United Nations to severely restrict or prohibit the use of supertankers. The course of action chosen by each group must take into consideration the role objectives of individual group members. (Note: If there is a conflict between members of the group over a proper course of action, they should be encouraged to alter their action so as to reach a group consensus. It may be that some members will have to give up on the possibility of realizing all of their objectives in order for the group to reach a consensus.)
- When each group has developed a course of action which has the support of all its members, ask them to describe that course of action under the heading "General Policy" on the action form. Each group member should then indicate on the action form which steps will be taken individually to carry out the general policy decided on by the group. A member of the group who does not agree with the others should indicate what actions he or she will take to further his or her own interests.
- After all the groups have finished filling out their action forms, ask a representative from each group to report to the class on the general policy formulated by the group and the individual actions that will be taken in support of that policy.
- The activity may be concluded by focusing a discussion on the following questions:
  - How many effects of oil spills can you think of? Why are oil spills so destructive?
  - What were some of the conflicts your group experienced in deciding on a recommendation?
  - Who should be responsible for safety measures (ship technology, crew training, traffic regulation) in the oil shipping industry? The oil companies? The United Nations? Other agencies?

- Who should be responsible for enforcing these safety measures? The nation whose flag is flown by the offending ship? The nation within whose jurisdiction an accident might occur?
- Should developing countries be forced to pay for expensive technology and training programs in order to avoid future oil spills?
- What can be done to prevent supertankers from operating in decrepit condition and with inadequate crews?
- What are some of the most serious difficulties involved in preventing future oil pollution?

Note: Strategy 1 is recommended for students reading on advanced levels.

STRATEGY 2

- Ask the students to compile a list of major environmental and technological problems on the chalkboard. (Among the problems identified by students might be air pollution, water pollution, energy shortages, urban sprawl, population growth, resource depletion, nuclear waste disposal, computer-assisted invasion of privacy, nuclear weapons escalation.)
- Distribute copies of Worksheets 10, 11, 12, and 13, and ask students to examine the data on the Worksheets, working in small groups. Explain that each group will be applying the questions on Worksheet 9, "Global Change," to one of the other handouts.
- Focus a discussion on students' responses. On the chalkboard, list the problems associated with each set of data, the severity of the problems, and the areas of the world affected by the problems. (One result of the discussion should be the realization that the problems cross national boundaries.)
- Clarify for students that the diagram in Worksheet 11, "Impact of Increased Pesticide Use," maps the impact of one environmental problem. Briefly discuss the following questions:
  - What appears to be the major benefit of the increased use of pesticides for farming purposes? (Increased production and availability of farm products.)
  - What appears to be the major harm caused by the increased use of pesticides in farming? (Increased cancer risks and farm production costs.)
- Ask each group of students to select a global environmental or technological development and map its impact, using Worksheet 11 as a model. (Such developments might include increased use of nuclear reactors, increased hunting of whales or other sea life, increased use of automobiles, urban growth, increased coal production.)
- Have all the groups report back to the class on the developments they have selected and their effects on various aspects of life. Make sure students understand that some impacts may be viewed as positive or beneficial, whereas other impacts may be viewed as negative or harmful.

- On the basis of this exercise, ask each group of students to develop a definition of global interdependence as it relates to the environment.

Note: Strategy 2 is recommended for students reading on advanced levels.

STRATEGY 3

- Distribute copies of the New York Times article, "U.S. Calls for Efforts to Combat Global Environmental Problems," (Worksheet 14) and display the advertisement from America's chemical industry (Worksheet 15).
- Discuss the following questions:
  - What is the chemical engineer (in the advertisement) worried about? Why?
  - Former president Carter called for efforts to solve environmental problems during the last week of his tenure as president. Why do you think he chose to emphasize this issue in his last week in power?
  - What are some of the environmental problems mentioned in the New York Times article? How do the problems relate to the concerns of the chemical engineers?
  - In what way is the political and economic security of the United States dependent on a healthy environment?
  - Why does the report call for other countries to join with the U.S. in helping to solve these problems?

ROLE OBJECTIVES

U.S. Congressional Representative

--To get reelected.

--To preserve our environment.

--To ensure an adequate supply of energy at a reasonable cost.

--To preserve the integrity of our commitment to Israel.

OPEC Agent

--To maintain unity within OPEC.

--To use oil as a weapon to prevent further military strengthening of Israel by the United States.

--To maintain and/or increase profits.

--To increase the political influence and stature of the OPEC nations.

Oil Company Representative

--To maximize profits for the shareholders.

--To ensure an adequate supply of petroleum for market needs without reducing domestic reserves.

--To maintain the company's political influence with the government and prevent the passage of unfavorable legislation.

--To remain competitive as the primary supplier of energy.

United Nations Official

--To determine who is responsible for the growing number of spills in the oil shipping industry.

--To work within the present structure of the United Nations without alienating individual countries.

--To use diplomacy to ensure that the energy needs of individual countries are met without causing further damage to the environment.

--To recommend possible solutions to the General Assembly of the United Nations.

COLLISION OFF THE ENGLISH COAST

In the early morning of May 17, 1984, the supertanker *Pride of the Atlantic* makes its way slowly through the thick fog of the English Channel. It is carrying 250,000 tons of crude oil from the vast oil fields of Iraq, one of the countries that make up the oil cartel known as the Organization of Petroleum Exporting Countries (OPEC).

As the tanker nears the English port of Portsmouth, an unnatural event takes place. The technologically "perfect" navigation system of the ship fails, and a collision occurs with another supertanker, *American Merchant*, which is delivering 200,000 tons of oil from recently discovered North Sea oil fields. Both tankers are American owned but registered in Liberia, where inspection procedures are less rigorous than in other countries.

As strong winds toss the two ships around, millions of gallons of oil spread across the water. By the end of the week, 20 species of dead fish have been found along the English coast. Vast beds of seaweed, which are harvested to make pharmaceuticals and fertilizer, have been destroyed. Thousands of oil-tarred birds are dead or dying. Scientists inspecting the scene predict that the fishing and seaweed industries have been virtually destroyed and will not recover for five or ten years.

Three smaller spills have occurred in the region during the past few months, but this is clearly a major ecological disaster. It touches off a wave of outrage in environmental groups around the world. The World Environmental Council announces plans to hold rallies and demonstrations demanding the prohibition of supertankers. The council's president, Robert Leger, warns that "we are reaching the danger point where our oceans will soon be turned into worthless graveyards of civilization itself." An emergency session of the United Nations is called to propose measures that will prevent further pollution of the ocean from oil spills.

ACTION FORM

U.S. Congressional representative ____________________

U.N. official ____________________

Oil company representative ____________________

OPEC agent ____________________

General Policy:

Action of U.S. Congressional Representative:

Action of U.N. Official:

Action of Oil Company Representative:

Action of OPEC Agent:

GLOBAL CHANGE

Directions: In investigating the data in Worksheets 9, 10, and 11, answer the following questions for each set of data:

1. What environmental or technological problems would you associate with the data?

2. On a 1-5 scale (see sample below), how serious is each problem that you associate with the data? Why?

   (not too serious) 1 2 3 4 5 (very serious)

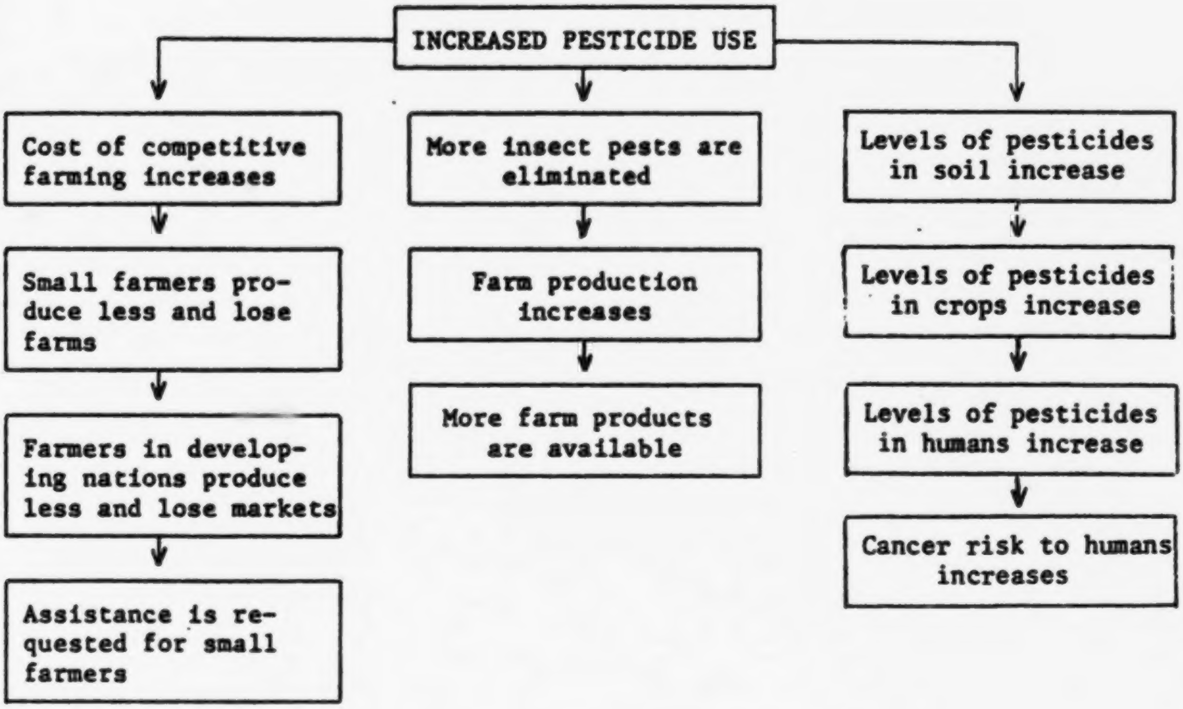
3. What are some of the nations that would be most severely affected by each problem? Why?

4. Which nations would probably be least severely affected by each problem? Why?

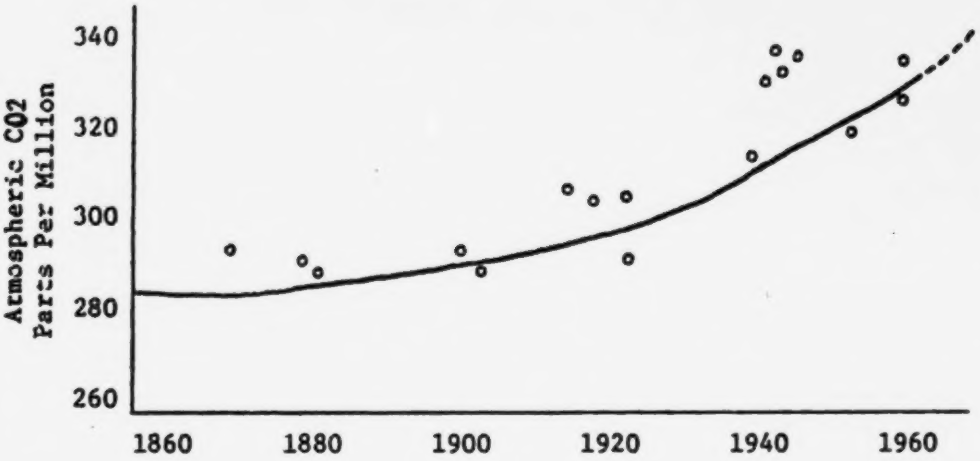
5. What is the major effect of each problem on the peoples of the world?

IMPACT OF INCREASED PESTICIDE USE

The diagram below illustrates part of the impact of one technology-related problem--the increasing use of pesticides on farm crops. Such a diagram would be useful in analyzing the effects of other technological innovations.

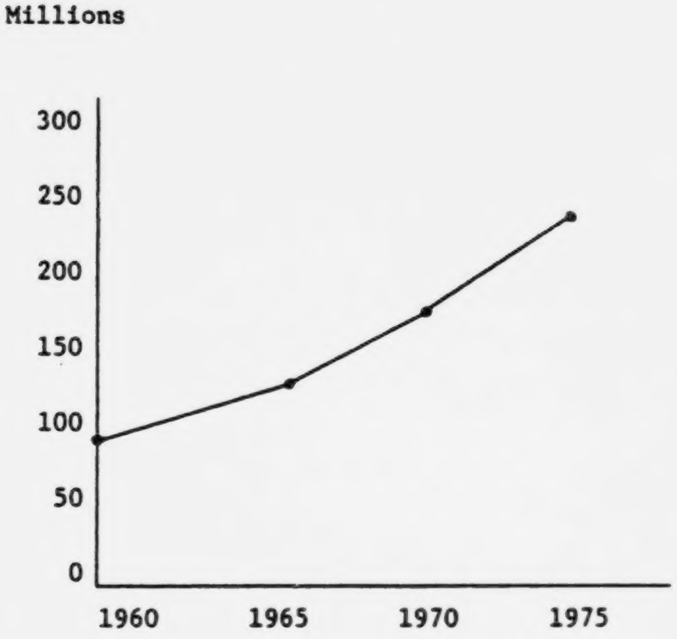

INCREASED PESTICIDE USE
Cost of competitive farming increases
Small farmers produce less and lose farms
Farmers in developing nations produce less and lose markets
Assistance is requested for small farmers
More insect pests are eliminated
Farm production increases
More farm products are available
Levels of pesticides in soil increase
Levels of pesticides in crops increase
Levels of pesticides in humans increase
Cancer risk to humans increases

CARBON DIOXIDE LEVELS

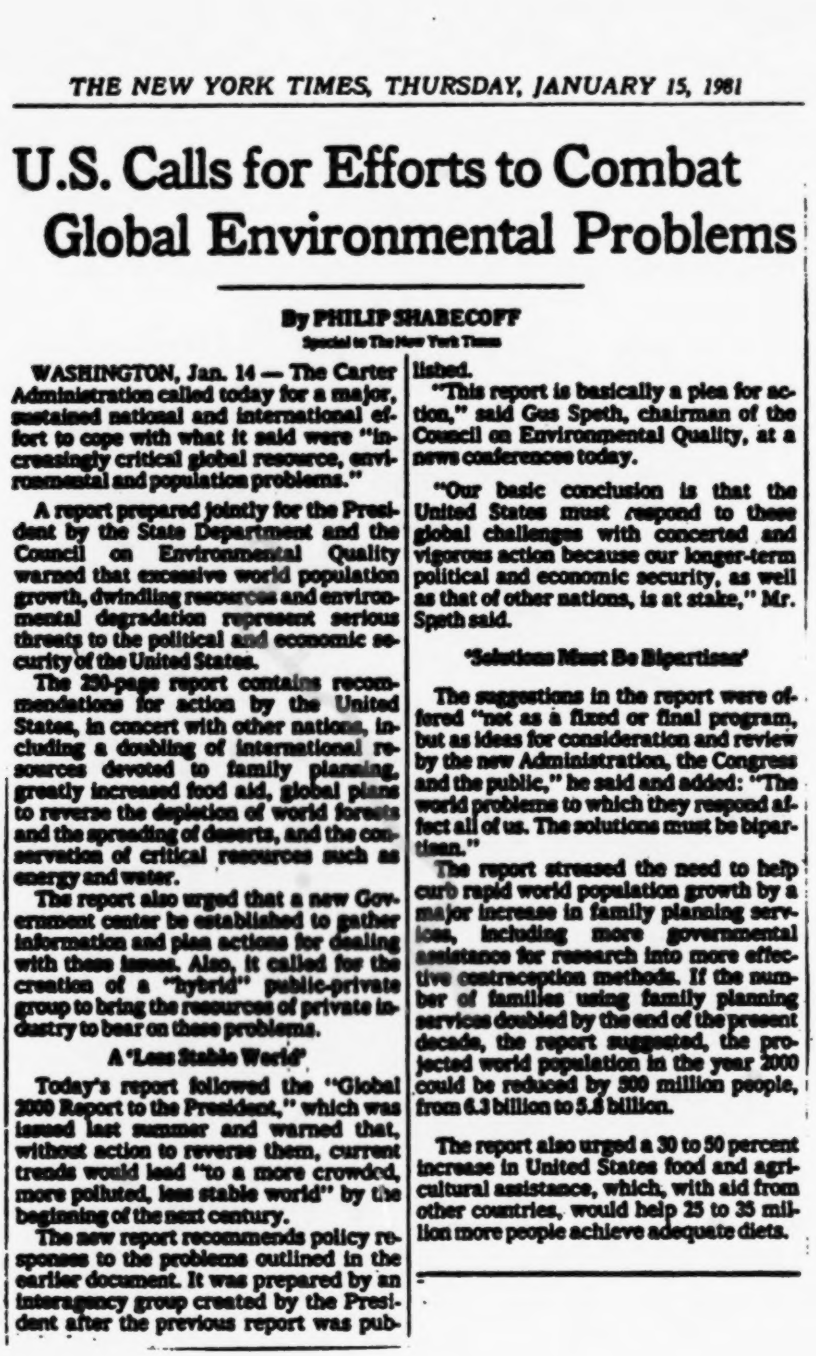


Source: Donella H. Meadows et al., *The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind* (New York: Universe Books, 1972).

WORLD MOTOR VEHICLE USE
(Passenger Cars)



Source: *World Statistics in Brief* (United Nations 1977), p. 227.



THE NEW YORK TIMES, THURSDAY, JANUARY 15, 1981

U.S. Calls for Efforts to Combat Global Environmental Problems

By PHILIP SHABECOFF

Special to The New York Times

WASHINGTON, Jan. 14 — The Carter Administration called today for a major, sustained national and international effort to cope with what it said were "increasingly critical global resource, environmental and population problems."

A report prepared jointly for the President by the State Department and the Council on Environmental Quality warned that excessive world population growth, dwindling resources and environmental degradation represent serious threats to the political and economic security of the United States.

The 250-page report contains recommendations for action by the United States, in concert with other nations, including a doubling of international resources devoted to family planning, greatly increased food aid, global plans to reverse the depletion of world forests and the spreading of deserts, and the conservation of critical resources such as energy and water.

The report also urged that a new Government center be established to gather information and plan actions for dealing with these issues. Also, it called for the creation of a "hybrid" public-private group to bring the resources of private industry to bear on these problems.

A 'Less Stable World'

Today's report followed the "Global 2000 Report to the President," which was issued last summer and warned that, without action to reverse them, current trends would lead "to a more crowded, more polluted, less stable world" by the beginning of the next century.

The new report recommends policy responses to the problems outlined in the earlier document. It was prepared by an interagency group created by the President after the previous report was published.

"This report is basically a plea for action," said Gus Speth, chairman of the Council on Environmental Quality, at a news conferences today.

"Our basic conclusion is that the United States must respond to these global challenges with concerted and vigorous action because our longer-term political and economic security, as well as that of other nations, is at stake," Mr. Speth said.

'Solutions Must Be Bipartisan'

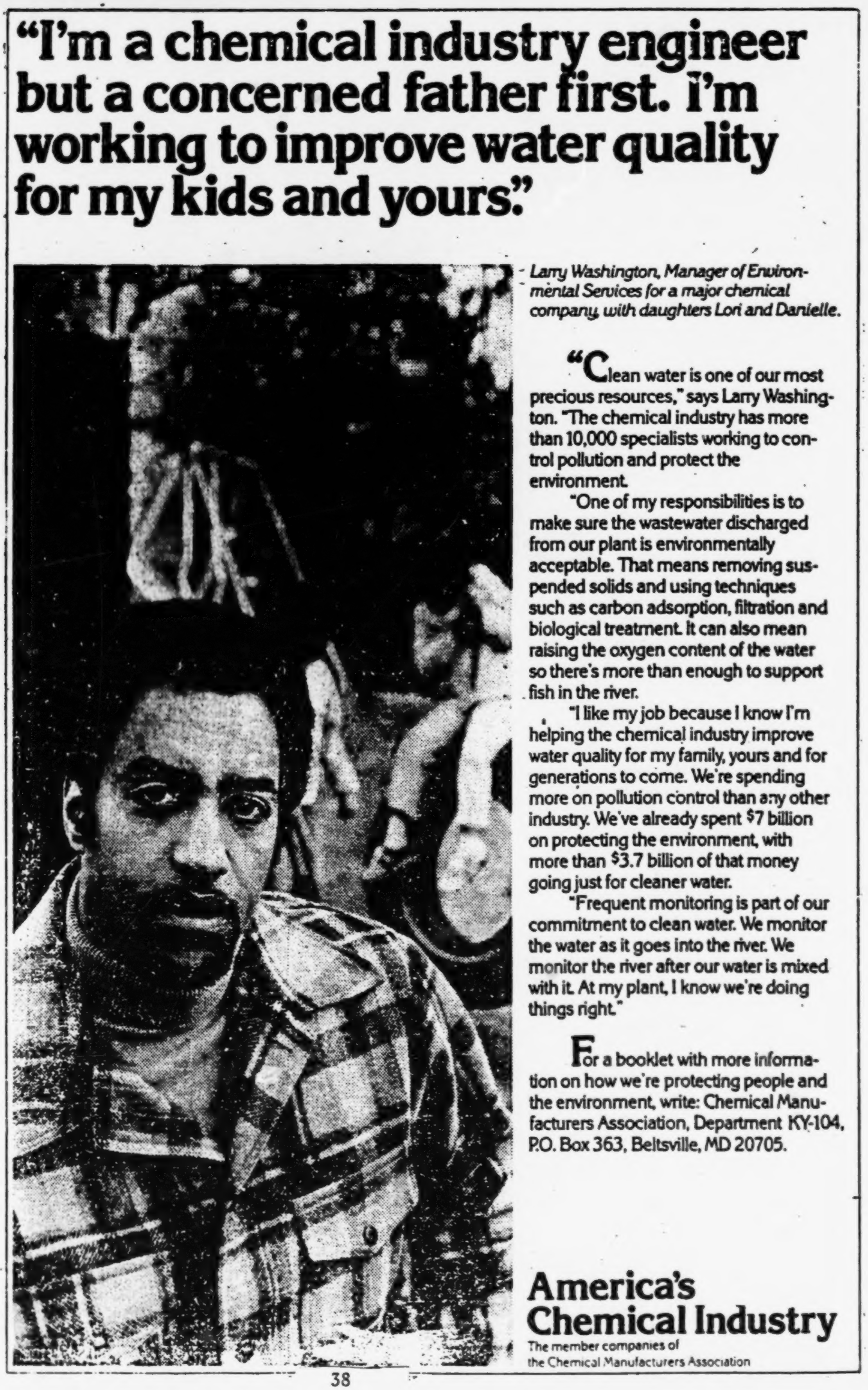
The suggestions in the report were offered "not as a fixed or final program, but as ideas for consideration and review by the new Administration, the Congress and the public," he said and added: "The world problems to which they respond affect all of us. The solutions must be bipartisan."

The report stressed the need to help curb rapid world population growth by a major increase in family planning services, including more governmental assistance for research into more effective contraception methods. If the number of families using family planning services doubled by the end of the present decade, the report suggested, the projected world population in the year 2000 could be reduced by 500 million people, from 6.3 billion to 5.8 billion.

The report also urged a 30 to 50 percent increase in United States food and agricultural assistance, which, with aid from other countries, would help 25 to 35 million more people achieve adequate diets.

WORKSHEET 15

THEME I



"I'm a chemical industry engineer but a concerned father first. I'm working to improve water quality for my kids and yours."

- Larry Washington, Manager of Environmental Services for a major chemical company, with daughters Lori and Danielle.

"Clean water is one of our most precious resources," says Larry Washington. "The chemical industry has more than 10,000 specialists working to control pollution and protect the environment.

"One of my responsibilities is to make sure the wastewater discharged from our plant is environmentally acceptable. That means removing suspended solids and using techniques such as carbon adsorption, filtration and biological treatment. It can also mean raising the oxygen content of the water so there's more than enough to support fish in the river.

"I like my job because I know I'm helping the chemical industry improve water quality for my family, yours and for generations to come. We're spending more on pollution control than any other industry. We've already spent $7 billion on protecting the environment, with more than $3.7 billion of that money going just for cleaner water.

"Frequent monitoring is part of our commitment to clean water. We monitor the water as it goes into the river. We monitor the river after our water is mixed with it. At my plant, I know we're doing things right."

For a booklet with more information on how we're protecting people and the environment, write: Chemical Manufacturers Association, Department KY-104, P.O. Box 363, Beltsville, MD 20705.

America's Chemical Industry

The member companies of
the Chemical Manufacturers Association

SUB-THEME: *DIFFERENT WAYS OF VIEWING THE WORLD*

LEARNING ACTIVITY 6

RATIONALE

World maps can provide information besides physical relationships, geographical contours and national boundaries. They reveal what is important to the person making the map.

We can represent the world in many different ways, depending on our reason for doing so. Each of us has seen a globe with its multicolored continents surrounded by seas, neatly crossed by lines of latitude and longitude. From it, we can get some idea of physical size and relative position (Asia is a very large landmass; the Philippine islands are near China and Japan; Hawaii sits in the middle of the Pacific).

Is it possible that there are many ways of showing the world, depending on where one is and what one is concerned with? What problems might one's ethnocentrism cause? How can we cope with them? A first step is to be explicit about our frame of reference and bases for measurement.

If we look at the world in terms of human and natural resources, or in terms of consumption, we find that the shapes on our globe change drastically. In terms of its relative physical size, for example, Japan is composed of four tiny islands off the coast of Asia. But in terms of oil consumption, Japan would be the third largest country in the world (see worksheets 17 and 18).

The three most important world problems now, with respect to the present and future, are people, food, and energy. Which area has which resources and how it uses them is important to each one of us. Which area has too many people and not enough food to feed them or schools or jobs to help them live is just as important.

To portray these facts, we use maps and statistics. We can use them to make comparisons and build up patterns or blocks of knowledge about a particular place or subject. From what we gather, we can then draw conclusions: we can see what has happened in the past and we can make predictions about the future.

PERFORMANCE OBJECTIVES

Students will be able to:

- Compare a variety of ways to represent the world in maps.
- Define ethnocentrism.
- Use maps to gain information on population, oil reserves, and oil consumption.

STRATEGY 1*

- Pass out paper and ask your students to draw a map of the world. (Be sure that there are no maps visible from which they may copy. You might, however, put the names of the continents on the board.) Tell them that it is not so important to draw the exact political boundaries of each country, but rather to show the relationship of large landmasses. For this purpose they can use simple geometric shapes to depict each continent.
- Ask students to compare their maps with a large classroom map of the world. Which regions were they able to draw in greatest detail? Which region did they place in the center of their maps?
- Have students examine the Japanese world map (Worksheet 16). Discuss why this map is different from the maps they drew and from the world maps they have become accustomed to. Point out that the Japanese world map is very familiar to students in Japan who would regard our world map as "strange" or "distorted." Explain that it is natural for most people to know more about their own regions of the globe and to think of themselves as being at the center of the world and that people tend to judge other societies by the standards and values of their own groups and cultures. This is called ethnocentrism.

STRATEGY 2

- Look at some of the textbooks available in your school that mention Asia. Do they make Asia seem like an important region in the world? What images are conveyed by the maps in these books? Do any maps include Asia in the center? Do any of the books emphasize Indonesia's strong position in oil? Do they mention that India has the third largest gross national product in Asia? Do they see Japan's large population as a source of strength?
- Redraw some of the maps to convey different impressions about Asia and its importance in the future.

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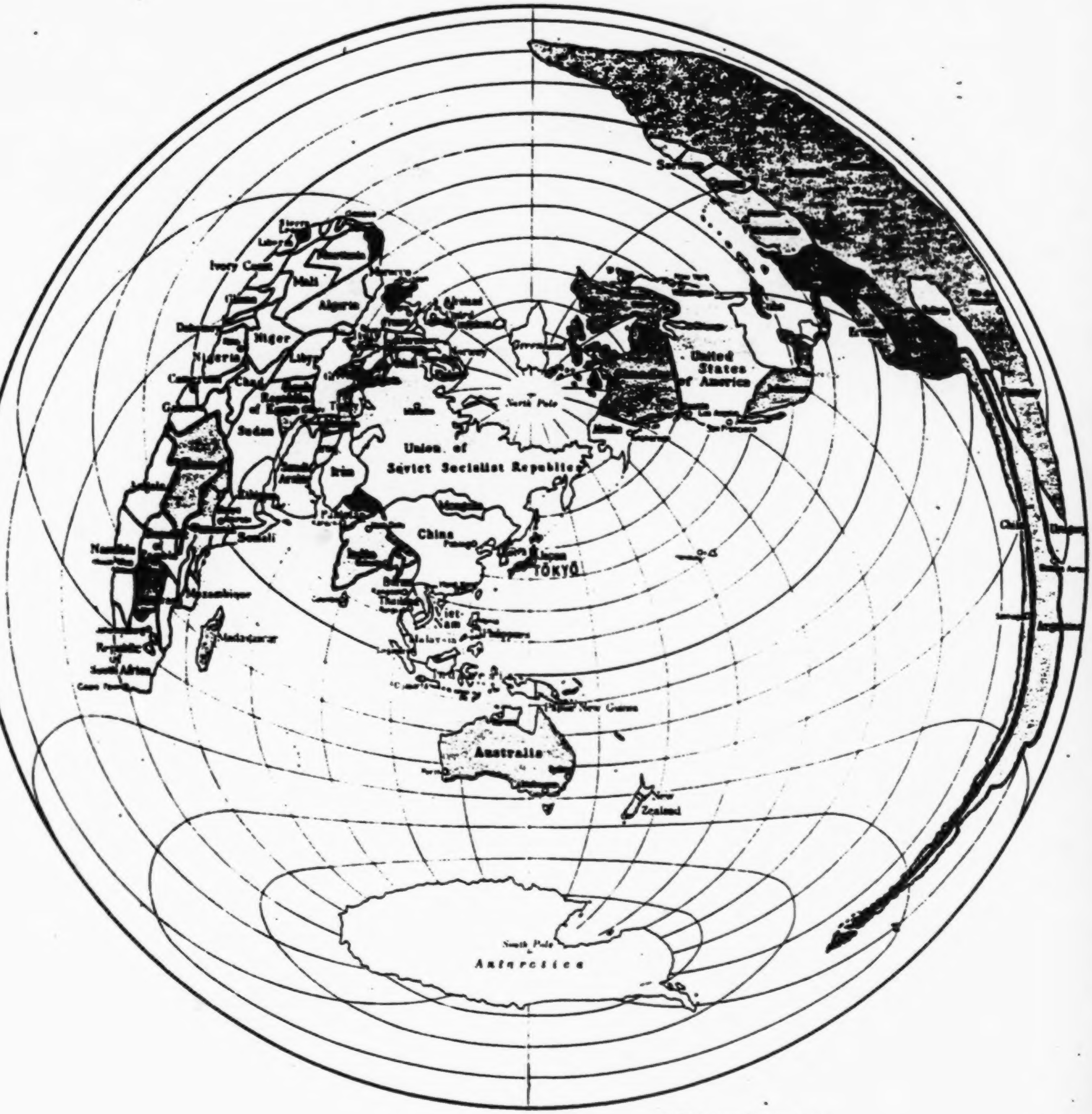
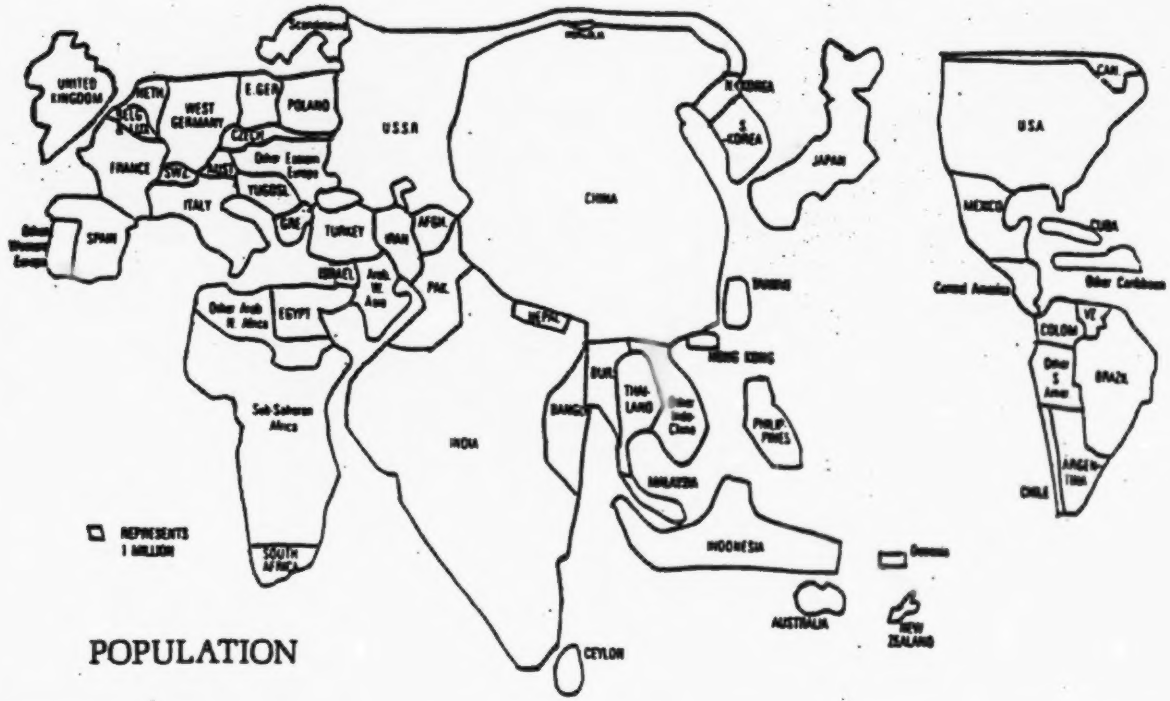
* A. Elgin Heinz, "Different Ways of Viewing the World," *Intercom 89*, GPE, June 1978, pp. 3-6.

Japanese World Map: Distances From Tokyo


Ivory Coast
Mali
Algeria
Ghana
Niger
Nigeria
Libya
Cameroon
Chad
Sudan
Somali
Namibia
Mozambique
Madagascar
Republic of South Africa
North Pole
Greenland
Union of Soviet Socialist Republics
Iran
China
India
Japan
TŌKYŌ
Viet-Nam
Malaysia
Philippines
Papua New Guinea
Australia
New Zealand
United States of America
Chile
South Pole
Antarctica

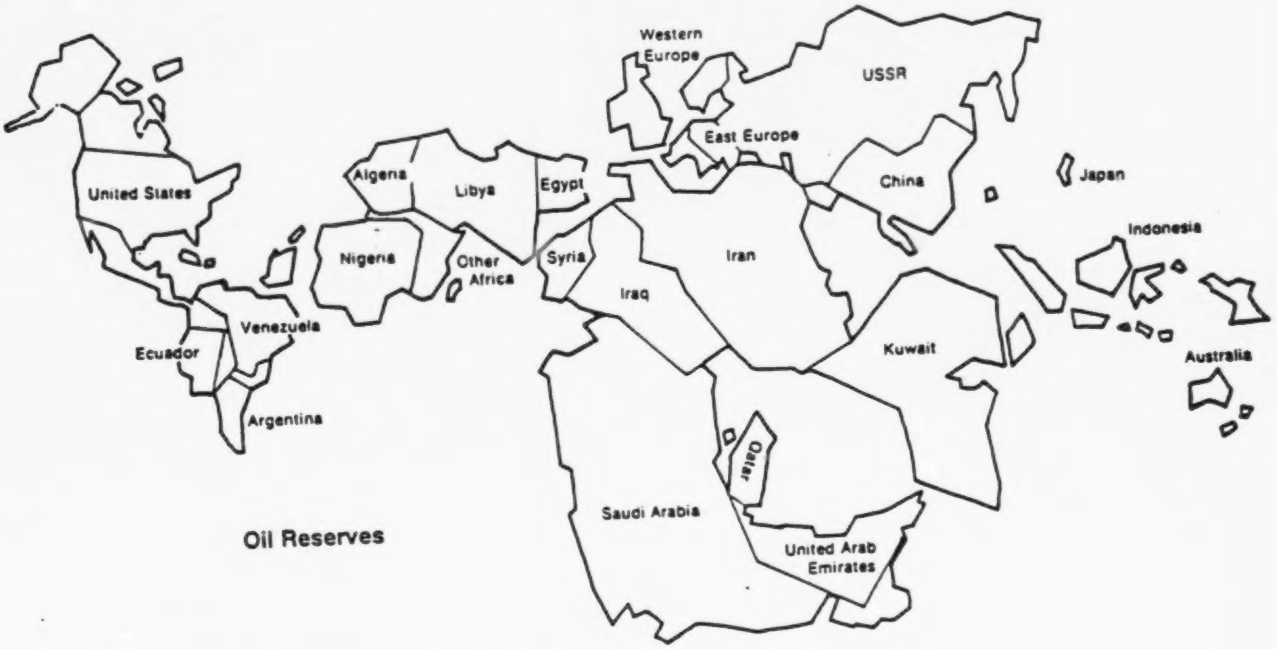
© Teikoku-Shoin, 1978


POPULATION
UNITED KINGDOM
NETH.
BELG. & LUX.
WEST GERMANY
E. GER.
POLAND
CZECH.
Other Eastern Europe
FRANCE
SWIZ.
AUST.
YUGOSL.
ITALY
GRE.
Other Western Europe
SPAIN
TURKEY
IRAN
AFGH.
ISRAEL
Arab W. Asia
PAK.
Other Arab N. Africa
EGYPT
Sub-Saharan Africa
SOUTH AFRICA
REPRESENTS 1 MILLION
USSR
CHINA
N. KOREA
S. KOREA
JAPAN
TAIWAN
HONG KONG
NEPAL
INDIA
BANGL.
BUR.
THAI-LAND
Other Indo-China
PHILIP-PINES
MALAYSIA
INDONESIA
CEYLON
AUSTRALIA
NEW ZEALAND
Oceania
CAN.
USA
MEXICO
CUBA
Other Caribbean
Central America
VE.
COLOM.
BRAZIL
Other S. Amer.
ARGEN-TINA
CHILE

Map reprinted from *The Japanese,* by Edwin O. Reischauer (Cambridge, Mass.: The Belknap Press of Harvard University Press, 1977), p.6, by permission. Copyright c 1977 by the President and Fellows of Harvard College.

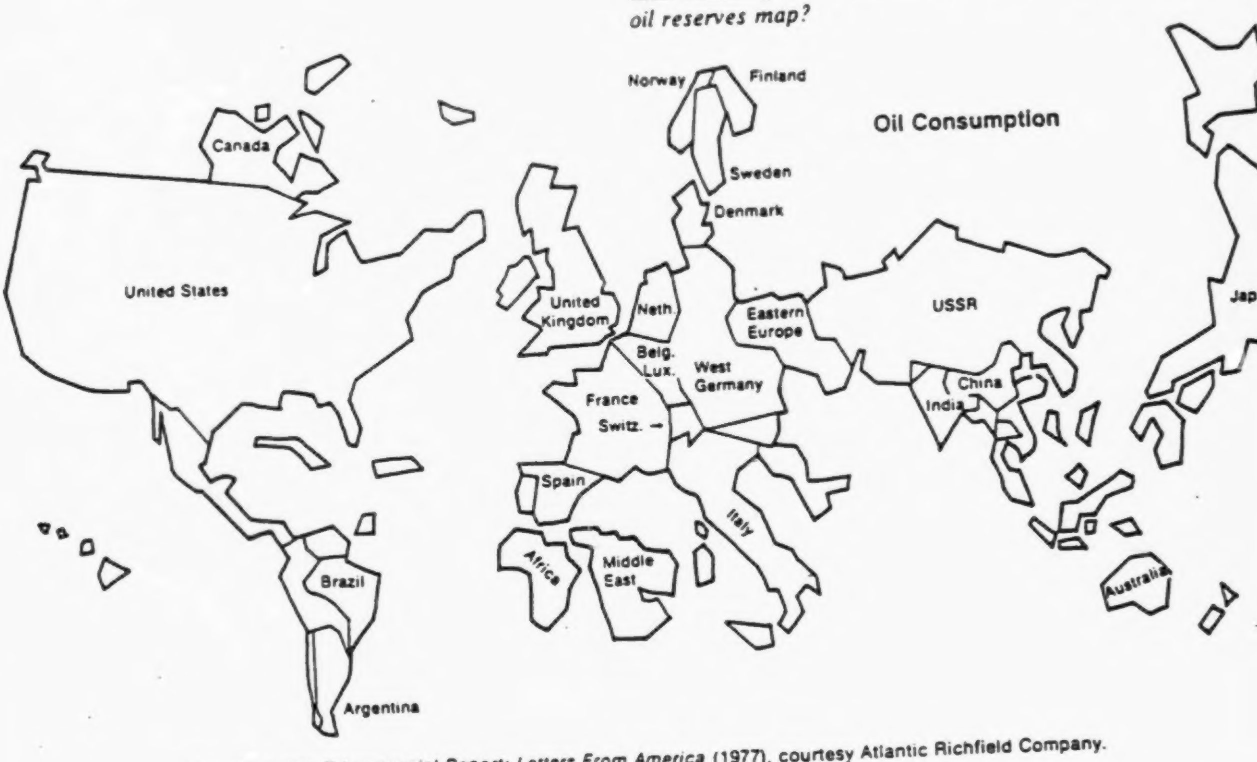
This map represents the size of countries and regions in terms of population. *Can you make a rough approximation of the percentage of the world's population that is in Asia?*

WORKSHEET 18


Oil Reserves
Western Europe
USSR
East Europe
China
Japan
Indonesia
Australia
United States
Algeria
Libya
Egypt
Nigeria
Other Africa
Syria
Iraq
Iran
Kuwait
Venezuela
Ecuador
Argentina
Qatar
Saudi Arabia
United Arab Emirates

The map above represents nations in terms of total oil now known to be available to meet future energy needs. *Which Asian country has the largest reserve?*

The map below shows nations scaled in proportion to their consumption of oil. *How does it contrast with the oil reserves map?*


Oil Consumption
Norway
Finland
Sweden
Denmark
Canada
United States
United Kingdom
Neth.
Belg. Lux.
West Germany
Eastern Europe
USSR
Japan
China
India
France
Switz. →
Spain
Italy
Africa
Middle East
Brazil
Argentina
Australia

Maps from *The Tricentennial Report: Letters From America* (1977), courtesy Atlantic Richfield Company.

SUB-THEME: *SOCIETIES AND INDIVIDUALS ARE AFFECTED BY THE AVAILABILITY OF NATURAL RESOURCES*

LEARNING ACTIVITY 7*

RATIONALE

Since the beginning of the Industrial Revolution, the peoples of the globe have come to use enormous quantities of fuel and mineral resources. Industries first used steam-powered machinery -- and, later, other energy sources -- to produce increasingly abundant supplies of goods at relatively low prices. Industries based on extracting, processing, manufacturing, and using mineral wealth expanded rapidly. The rapid acceleration in population growth during this century has been accompanied by rising per capita consumer demand, thus accelerating the depletion of our fuel and mineral resources. The full-scale development and expansion of the auto industry in the 1930s, for example, generated a huge demand for gasoline. One widely publicized illustration of resource interdependence occurred in the fall of 1973, when the oil-rich Arab countries shut off petroleum supplies to some Western nations; by the following January the price of imported oil had doubled. Perhaps for the first time, U.S. residents became keenly aware of their vulnerability to any distruption in the international system that interferes with the movement of energy fuels. More recently, civil turmoil in Iran caused a further tightening of world oil supplies. Nevertheless, U.S. oil consumption continues to grow at a rate of 3-4 percent a year (as of 1979), and as a result we have moved from a position of marginal dependence on oil imports to one of major dependence.

It is important to point out to students that there is no "quick-fix" solution to this problem. For the present and foreseeable future, the oil-exporting countries are in the driver's seat, and energy consumers must begin to think in terms of reordering their priorities and altering their habits.

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe how their personal lives and the country as a whole will be affected by higher gasoline prices.
- Illustrate the growing dependence of the United States on foreign sources of energy.
- Predict whether sharp price increases in gasoline are likely to occur in the future.

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* All material for this learning activity is adapted from Kenneth A. Switzer and Paul T. Mulloy, Global Issues, Center for Teaching International Relations, Denver, Colorado: 1979, pp. 65-69.

STRATEGY: *The Price of Gasoline*

In 1973, the Organization of Petroleum Exporting Countries (OPEC) cut off oil shipments to the United States, Japan, and certain Western European countries in retaliation for their refusal to discontinue political support of Israel. Since then, as the OPEC nations have learned to convert their rich natural resources into billions of dollars, the price of gasoline has skyrocketed in almost every nation throughout the world.

In the United States, the rise in gasoline prices has been cushioned somewhat by government regulations which control the price of domestic oil. As we become more dependent on imported oil, however, sharper price increases will be virtually impossible to prevent. The impact of higher gasoline prices on individual citizens and on the country as a whole is the subject of this lesson.

- Divide the students into small groups and distribute copies of Worksheet 19, "Gasoline--$6 a Gallon?" Explain that this exercise will help them assess the impact of higher gasoline prices on their personal lives and on the country as a whole. Allow time for the students to complete their reading.
- After the students have finished the reading, be sure to clarify the following points before continuing with the activity:
  - OPEC stands for the Organization of Petroleum Exporting Countries--those nations that produce most of the oil sold in world markets. It is in the best interests of this organization to restrict competition in order to limit the supply of oil and control its price.
  - Until April 1979, U.S. oil companies that explored and developed domestic oil sources were prevented by law from selling their oil at prices higher than those set by the government. U.S. oil prices in April 1979 were about $5-$7 per barrel lower than world price levels. Since then, the price of domestic oil has been allowed to gradually rise; this situation is likely to continue until 1981, when domestic oil is expected to reach world price levels.
- Ask each group of students to use the reading in Worksheet 19 as a model for deciding how their lives might be different if gasoline prices rose to $6 a gallon. Give each group a copy of Worksheet 20, "Higher Gasoline Prices--Impact Form" and allow time for all the groups to complete their worksheets. (Note: In filling out their sheets, each group should mention the impact of higher gasoline prices on automobile use in terms of (1) distance from home to school, (2) distance from home to shopping areas or places of employment, (3) mobility required for social activities, recreation, and community or volunteer service, (4) businesses and services dependent on motor vehicles, directly and indirectly, (5) maximum speeds at which people are permitted to drive.)
- After all the groups have completed their worksheets, ask a representative from each group to write the list of effects compiled by that group on the chalkboard. Then focus a brief discussion on the following questions:
  - Which effects would have the most impact on people's personal lives? On the country as a whole?

  - Which effects would have the least impact?
  - Which effects would be likely to be felt immediately?
  - Which effects would be more likely to be felt after a longer period of time?

- Distribute copies of Worksheet 21, "Gasoline Prices in the Industrialized World, April 1979." Students should notice that gasoline prices of $3 or more per gallon are not unusual in industrialized nations. They should also notice that prices in two of the major oil-exporting countries, Kuwait and Saudi Arabia, are substantially lower than the world average--even lower than the price in the United States. Allow time for students to examine the handout carefully, and then introduce the following questions for discussion:
  - How would your driving habits be affected if you lived in France? (Students might answer that they would drive smaller cars at lower speeds, participate in car pools, and plan trips carefully in advance.)
  - After looking at gasoline prices in other industrialized nations, can you guess how the amount of gas consumed in these countries compares to the amount consumed in the United States? (Since prices are lower in the United States, consumption of gas is probably higher.)
  - How can you account for the relatively low price of gasoline in the United States? (Until recently, domestic production was sufficient to meet demand, major domestic oil companies were subject to strictly enforced government pricing regulations, and the high volume of demand kept prices lower when supplies were adequate.)
  - Would a drastic increase in the pump price of gasoline result in much greater efforts to conserve gasoline and other fuels in the United States?
  - Now that you have seen examples of gas prices in other nations, does the opening scenario in this activity seem more plausible?

Note: This strategy is recommended for students reading on advanced levels.

GASOLINE--$6 A GALLON?

During the summer of 1984, civil war breaks out in Saudi Arabia between Marxist and Moslem factions. The United States now imports nearly 60 percent of its oil from foreign sources, of which approximately 50 percent comes from Saudi Arabia. As civil strife and chaos continue to mount in Saudi Arabia, the oil fields shut down and all exports to the United States are cut off. The United States comtemplates intervention in the conflict but is concerned about retaliation from Russia and the possibility that this dispute might then escalate into worldwide conflict.

Since the end of the oil shortages brought on by the Arab boycott in 1973, the demand for energy in the United States has gradually resumed its upward climb. At the same time, many developing countries which are experiencing a steady increase in both aggregate and per-capita GNP are now competing with the United States for energy, further diminishing already scarce supplies. In response to this situation, the U.S. Congress authorized the funding of a crash program in energy research; however, this program has become hopelessly bogged down in red tape and bureaucratic squabbles. Meanwhile, pressure from environmental interests has led to production of more and more unleaded gasoline in order to cut down on automobile pollution. Unleaded gasoline is more expensive and takes longer to refine than regular gasoline.

If all of this is not enough to discourage the motorist, members of the Organization of Petroleum Exporting Countries (OPEC) meet in Kuwait and decide that they will produce more oil to make up for the loss from Saudi Arabia, but only at significantly higher prices. The price of crude oil per barrel virtually doubles overnight, from $41.70 to $82.10 per barrel.

Two possible courses of action are available to the president. The first option would be to order that a mandatory rationing program be put into effect in an effort to conserve gasoline. The management and implementation of this program would require the establishment of a new federal bureaucracy, at a cost of $2 billion to the taxpayer. The other option would be to eliminate all remaining regulations which control the price of oil, in the hope of stimulating domestic production and forcing consumers to conserve through higher prices. After consulting his advisers, the president chooses the latter course.

The combination of the president's decision and other political, economic, and environmental factors pushes the price of gasoline to $3 and finally to $6 per gallon over a short period of time.

HIGHER GASOLINE PRICES--IMPACT FORM

Directions: Assume that the pump price of gasoline has risen to $6 per gallon, as described in Worksheet 19. List 3-5 probable effects of this situation on your personal life and on the country as a whole.

Effects on your personal life

1.

2.

3.

4.

5.

Effects on the United States

1.

2.

3.

4.

5.

GASOLINE PRICES IN THE INDUSTRIALIZED WORLD, APRIL 1979

Country	Price
France	$2.44
Italy	2.26
Switzerland	2.22
Japan	2.10
Sweden	2.07
West Germany	2.04
Israel	1.90
Spain	1.75
South Africa	1.53
England	1.50
Eastern Canada	.97
Western Canada	.92
United States	.78
Saudi Arabia	.55
Kuwait	.48

Note: All prices are per-gallon of regular gasoline in $U.S. equivalent. Although prices are those of April 1979, students can do research to determine current prices.

SUB-THEME: *GEOGRAPHIC BASES OF LINKAGES*

LEARNING ACTIVITY 8

RATIONALE

Geography can encourage or restrict contact between regions. Some geographic features, such as rivers and plains, promote contact, whereas deserts, mountains, frozen wastelands, and dense jungles serve as barriers between peoples.

PERFORMANCE OBJECTIVES

Students will be able to:

- Illustrate how trade increased contacts among people of different cultures.
- Identify the commercial links among Asian, European, and African societies in the eighth century.
- Explain two cross-cultural influences among Asians during the Middle Ages.

STRATEGY 1*

- As in today's world, trade was an important factor in bringing ancient societies together. Using the table of sources of commodities and the map showing trade routes (Worksheet 22), locate on the map where each product originated. Try to find out what the product was used for.
- Ask the following questions and have students explain their answers:
  - If you were a Middle Eastern merchant in the eighth century, where might you obtain porcelain, spices, and ivory? What local products might you trade to get them?
  - If you were to sail to Sumatra in the same period, where might you stop on the way?
  - What Southeast Asian products might have been in demand at that time by the Chinese, Europeans, Arabs, Persians, and Indians? What products might wealthy Southeast Asians receive in return? (In general, international trade then was in luxury items for the rich.)
  - What kinds of information and impressions do you think people might gain about each other while trading?

STRATEGY 2*

- Traders did far more than transport goods such as spices, incense, and precious metals. They carried ideas which inspired artistic and literary creativity. Vietnamese poets used relations with China as a subject in their writing. Metal ewers (containers) made in Iran influenced Chinese artisans working in porcelain, as early as the T'ang dynasty (618-907), and later had an impact on Vietnamese designs of the fifteenth and sixteenth centuries.

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* Loretta Ryan and Donna Jo Brewer, "Language and Other Linkages," *Intercom 89*, GPE, June 1978, p. 12

- Look at the example of a ewer done by a Vietnamese potter (Worksheet 23). What similarities and differences do you see between it and the Chinese and Iranian pieces?

STRATEGY 3*

- In this lesson you have seen a few examples of historical links between societies that are often little known to Americans. As an independent project, you might want to study some other examples and share the results with the class. Can you find any information about Fa Hsien, a Chinese monk who traveled to India hundreds of years ago, or the Japanese woodblock printmakers who influenced the French impressionists?
- You might read *Shogun*, a popular historical novel about early contacts between the Japanese and Europeans. It will give you a sense of the importance of trade and religion to their relations, the difficulties involved in overcoming cultural expectations, and the intense political struggle for control of the country.
  - Why do you suppose Americans are so fascinated with the book at this time?
  - You might also want to study the current popularity in the United States of the game *Shogun*, which is based on a Japanese game.
  - Can you find any other contemporary connections involving Asia?

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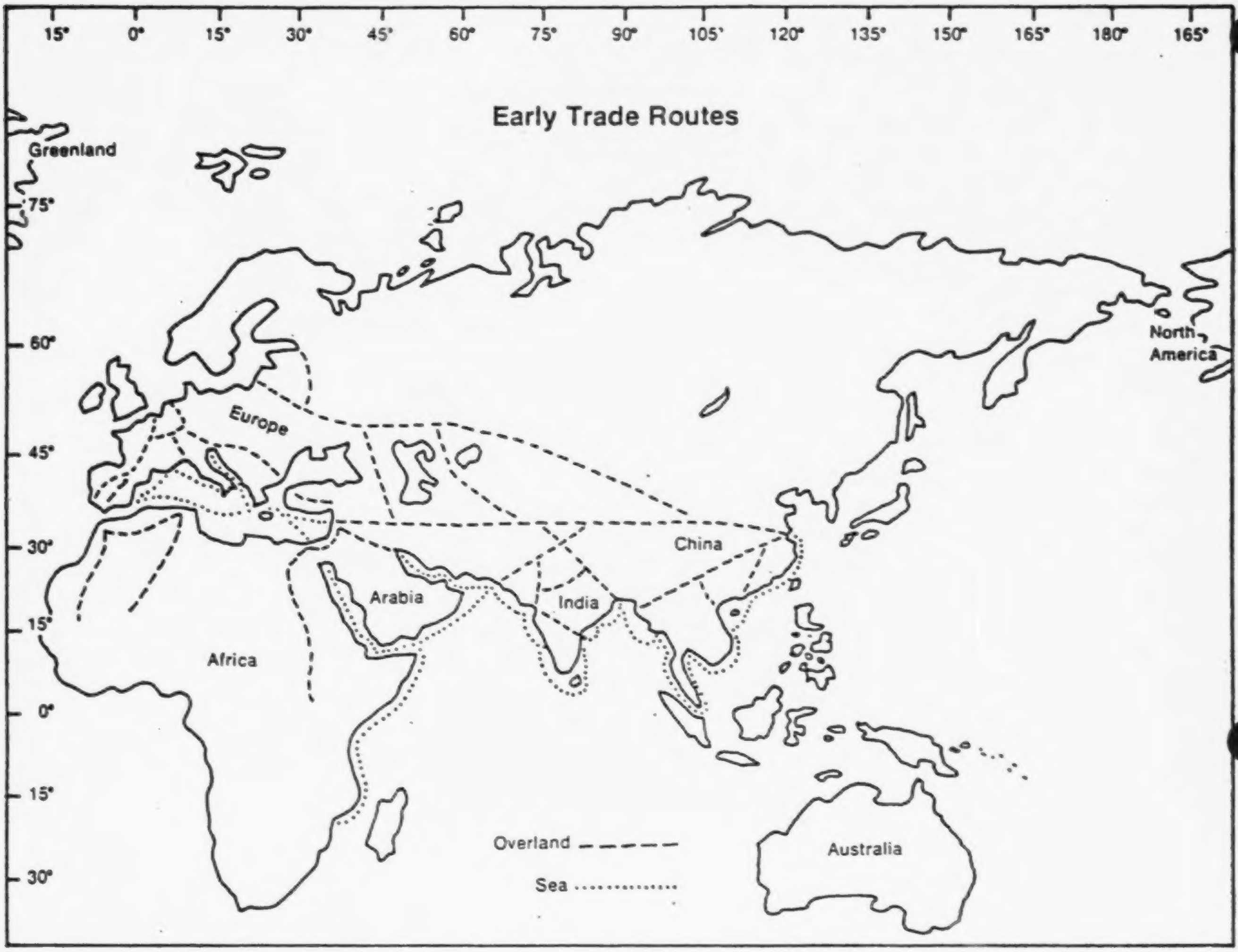
* Ibid.


15°
0°
15°
30°
45°
60°
75°
90°
105°
120°
135°
150°
165°
180°
165°
Early Trade Routes
Greenland
75°
60°
45°
30°
15°
0°
15°
30°
North America
Europe
China
Arabia
India
Africa
Australia
Overland
Sea

Sources of Commodities in the Eighth Century

Ambergris	East Africa [Kenya]
Camels	Mongolia
Clove	Moluccas
Cotton	Central Asia
Dill	Sumatra
Drugs	Central India
Elephants	Champa [southern Vietnam] and the Malay Peninsula
Gems	Champa [southern Vietnam]
Glass	Syria
Gold	Annam [northern Vietnam]
Ivory	Annam [northern Vietnam] and East Africa [Kenya]
Incense	Arabia [Saudi Arabia]
Jade	Central Asia
Jasmine	Central India

Metals	Egypt
Nutmeg	Moluccas
Peach trees	Persia [Iran]
Pepper	Southern India and Sumatra
Porcelain	China
Rhinoceros horns	Champa [southern Vietnam]
Rubies	Ceylon [Sri Lanka]
Rugs	Persia [Iran]
Sandalwood	Central India, Malay Peninsula, and Sumatra
Silks	China
Silver	Annam [northern Vietnam]
Slaves	Malay Peninsula
Woven goods	Egypt and Syria

Table adapted from *Ancient China*, by Edward H. Schafer and the Editors of Time Life Books (New York, 1967), p. 168, and other sources.

To a Chinese Ambassador Leaving for Home

A fine day and the wind right, the heavenly guest
hoists his brocade sail and sets off for home.
On the far side of a thousand miles of crumbling
  waves,
the place you are leaving for is lost in the Nine
  Heavens.
We grieve with this departure at our lips.
Where you have been we shall feel a great
  emptiness.
For your part we hope you will think fondly of us
  in the south —
and let justice dictate your report to the Emperor.

—NGO CHAN LUU,
Vietnamese, 16th century

What does the poem above suggest about Vietnamese-Chinese relations at this time? Can you see any hint of the traditional Vietnamese suspicion of the Chinese?

What does the poem opposite reveal about the values of a Vietnamese trader hundreds of years ago? Do you think business people have similar concerns today? Why, or why not?

Ewer. Iranian, 12th century. Bronze inlaid with silver. The Metropolitan Museum of Art, Rogers Fund, 1933. *(lower left)*
Ewer. Chinese, 16th century. Porcelain with openwork design. Photo: Asia House Gallery, New York. *(upper right)*
Ewer. Vietnamese, 15th-16th century. Stoneware, blue and white. Collection of Robert P. Griffing, Jr., Honolulu. *(lower right)*

A Husband's Advice

Our home is just one room
half kitchen, half bedroom.
I leave it in your care
while I go abroad to trade.
Take care of Mother
so I can travel far.
Be respectful, she's old.
Don't grumble or people will click their tongues.
In good times and bad keep your spirits up,
your weight down. Stay alert,
remember everything,
so I may trade in all tranquility.

—(Author unknown)
Vietnamese, ca. 13th century

SUB-THEME: *HISTORY IS ONE OF THE SOCIAL SCIENCES*

LEARNING ACTIVITY 9

RATIONALE

History is the record of the lives of people through the ages, written after careful study and attempting to interpret the significance of the events recorded. In attempting to present a true picture of the past, historians draw upon other fields of social science, using economics, political science, psychology, sociology, geography, archaeology, and anthropology as sources of information. In the same way, social scientists draw upon history to explain many aspects of their own fields of study.

PERFORMANCE OBJECTIVES

Students will be able to:

- Identify those social sciences from which the historian collects information.
- List the ways in which the historian develops a body of information.
- Describe the process by which historians examine and analyze records.
- Distinguish between a primary and a secondary source.
- List five different types of primary sources.

STRATEGY 1*

How do historians find out about the past? What sources do they use to gather information? Historians usually rely on written documents. However, they may be able to tell us much of what has happened by studying the *artifacts*, or the material objects, remaining from past civilizations. Artifacts are especially important in studying a period for which documents are scarce or nonexistent.

- One distinguished American historian, Louis Gottschalk, has described what might be known about American civilization through the study of a single artifact--the Lincoln penny.
  - Ask students to examine a Lincoln penny and make a list of what they think people of the future could learn about our civilization from it.
  - Gottschalk's list of what can be learned from a penny is a long one. A penny, he explains, could tell future historians that American civilization knew about or believed in the following things or ideas:

    metallurgy; agriculture; dies (used in engraving); engraving; barbering; cloth and tailoring; English and Latin; Arabic numerals; a calendar; geography; religion; the idea of liberty; political considerations; arithmetic; the decimal system.

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* Eunice Johns and Warren L. Hickman, Ahead of Us...The Past: History and Historians (New York: MacMillan Publishing Co., 1975) pp. 7-15

- Write out Gottschalk's list on the chalkboard and ask students the following questions:
  - How does you list compare with Gottschalk's?
  - Would the other American coins help historians confirm what they learned from the penny? How?
  - What new information might they obtain from their efforts to confirm the information they got from the coin?
  - What information about other countries would historians learn from the coins of those countries? (The teacher might bring to class coins from several different countries and distribute these to the class.)

STRATEGY 2*

- Distribute copies of Worksheet 24 and focus discussion on the following questions:
  - What is the big difference, to a historian, between the primary source and the secondary source given as examples?
  - How has the position of Elizabeth Bentley, as a factory worker, and Edward Cheyney, as a historian, influenced the point of view of each?
  - Which of these two accounts makes factory working conditions seem more real to you? Why?
  - Which account, in your opinion, is likely to be more reliable?
  - Give your opinion about why primary sources are important to students of history.

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* Ibid.

Historians classify their sources of information into either *primary* or *secondary*. Primary sources present firsthand information about the past. Sometimes eyewitnesses can describe an event from their own experience to a historian. Artifacts, or material objects, are also primary sources. Thus, a Lincoln penny, a diary, and this morning's newspaper would all be primary sources for the historian of the future.

Secondary sources are descriptions of an event or period written by someone who tries to describe what happened by making a study of primary sources or other secondary accounts. History textbooks and most reference books are secondary sources. A primary source is not necessarily more reliable than a secondary one, nor are all primary sources of equal value.

The following examples of a primary source and a secondary source dealing with the same situation show the distinction between the two kinds of sources. Both deal with the working conditions in English factories before the passage of the Factory Reform Acts in the 1830s.

- Primary: In 1832 a Parliamentary investigating committee, known as the Sadler Committee, was appointed. The first account is taken from the record of testimony before that committee. Elizabeth Bentley was called in and examined.

> What age are you? -- Twenty-three.
> Where do you live? -- At Leeds.
> What time did you begin to work at a factory? -- When I was six years old.
> At whose factory did you work? -- Mr. Busk's.
> What kind of mill is it? -- Flax-mill.
> What were your usual hours of labour? -- From 6 in the morning till 7 at night.
> What time was allowed for you meals? -- Forty minutes at noon.
> Had you any time to get your breakfast or drink? -- No, we got it as we could.
> And when your work was bad, you had hardly any time to eat at all? -- No; we were obliged to leave it or take it home, and when we did not take it, the overlooker took it, and give it to his pigs.
> Explain what it is you had to do? -- When the frames are full, they have to stop the frames, and take the flyers off, and take the full bobbins off, and carry them to the roller; and then put empty ones on, and set the frame going again.
> Does that keep you constantly on your feet? -- Yes, there are so many frames, and they run so quick.
> Your labour is very excessive? -- Yes; you have not time for anything.
> Suppose you flagged a little, or were too late, what would they do? -- Strap us.
> Are they in the habit of strapping those who are last in doffing? -- Yes.
> Constantly? -- Yes.
> Girls as well as boys? -- Yes.
> Have you ever been strapped? -- Yes.
> Severely? -- Yes.

Could you eat your food well in that factory? -- No, indeed I had not much to eat, and the little I had I could not eat it, my appetite was poor. (The food was all) covered with dust... It was no use to take it home, I could not eat it. The overlooker took it, and gave it to the pigs.

You are speaking of the breakfast? -- Yes.

How far had you to go for dinner? -- We could not go home to dinner.

Where did you dine? -- In the mill.

Did you live far from the mill? -- Yes, two miles.

Supposing you had not been in time enough in the morning at these mills, what would have been the consequence? -- We should have been quartered.

What do you mean by that? -- If we were a quarter of an hour too late, they would take off half an hour; we only got a panny an hour, and they would take a halfpenny more.

The fine was much more considerable than the loss of time? -- Yes.

Were you also beaten for being too late? -- No, I was never beaten myself, I have seen the boys beaten for being too late.

Were you generally there in time? -- Yes; my mother has been up at 4 o'clock in the morning, and at 2 o'clock in the morning; the colliers used to go to their work about 3 or 4 o'clock, and when she heard them stirring she had got up out of her warm bed, and gone out and asked them the time; and I have sometimes been at Hunslet Car at 2 o'clock in the morning, when it was streaming down with rain, and we have had to stay till the mill was opened. (From *Readings in European History Since 1814* by Jonathan F. Scott and Alexander Baltzly; published by F.S. Crofts and Co.)

- Secondary: The secondary source is an account of factory conditions of this same period. It was written by Edward P. Cheyney in the year 1901.

The actual working hours in the factories before the passage of these acts were from twelve and a half to fourteen a day. That is to say, factories usually started work in the morning at 6 o'clock and continued till 12, when a period from a half-hour to an hour was allowed for dinner. Then the work began again and continued till 7:30 or 8:30 in the evening. It was customary to eat breakfast after reaching the mill... This was done while attending the machinery, there being no general stoppage for the purpose. Some mills ran even longer hours, opening at 5 A.M. and not closing till 9 P.M. In some exceptional cases the hours were only twelve: from 6 to 12 and from 1 to 7. (The employers had many reasons for making their laborers work such long hours.) The profits were large, the demand for goods was constantly growing. The introduction of gas made it possible to light the factories... The use of artificial power, either water or steam, seemed to make the labor much less severe than when the power had been provided by human muscles. Few or no holidays were regarded, except Sunday... Work went on in an unending strain of exhausting labor, prolonged for much of the year far into the night.

(All the employees worked the same long hours.) The children (began) and (stopped) work at the same time as the grown men and women. Moreover, the children often began work while extremely young. There was a great deal of work in the factories which they could do just as well, in some cases even better, than adults. They were therefore commonly sent into the mills by their parents at about the age of eight years, frequently at seven or even six. As has been before stated, more than half of the employees in many factories were below eighteen years and of these a considerable number were mere children. Thirdly, there were certain other evils of factory labor that attracted attention and were considered by the reformers to be unnecessary. Many accidents occurred because the moving machinery was unprotected. The temperature in the cotton mills had to be kept high, and ventilation and cleanliness were often entirely neglected. The habit of keeping the machinery in motion while meals were being eaten was a hardship.

...In many ways the employees were practically at the mercy of the proprietors of the factories so long as there was no form of oversight or of united action to prevent harshness or unfairness. (Adapted from *An Introduction to the Industrial and Social History of England* by Edward P. Cheyney; published by Macmillan Publishing Co., Inc.)

SUB-THEME: *MANY FACTORS INFLUENCE THE DEVELOPMENT OF CIVILIZATION*

LEARNING ACTIVITY 10

RATIONALE

By collecting and reading newspaper articles, students will develop an understanding of how images develop in our minds from the media's coverage of events. Students should come to realize that we are all very dependent on media for our information, and that these sources may distort or change our view of the world because of cultural conditioning, bias, stereotyping, or the movement of events.

PERFORMANCE OBJECTIVES

Students will be able to:

- Analyze information read in newspaper articles.
- Explain the links between media reports and the realities of the world.
- Illustrate by examples the interrelationships between places and peoples as the list of newsworthy places is tabulated and discussed.

STRATEGY 1

- Distribute copies of Worksheet 25 and a world map to the class and ask students to do the following:
  - Assemble their collections of articles.
  - Count the places mentioned and classify them into national and world news.
  - Locate and mark these places on the world map.
- Emphasize to students the need to read the articles carefully so that they will be prepared to participate in the discussion on how the media does or does not help us to develop an image of the world and its many different peoples.
- You might ask if more attention is given to local, national, or world affairs by examining the number of those places mentioned for Africa, Asia, North America, South America, or Europe. Why might the newspapers tell us more about one continent or place and less about others? (Students should be asked to bear in mind the length of the articles and their location in the paper as these are clues to their importance.)
- Students might conclude that the media do, indeed, shape our view of the world and that by reporting predominantly on local, national, or international news, or by giving much more coverage to one part of the world than to another, the media influence our views of peoples and places in our country and around the world.

- At this point, you can conduct a discussion on the role and responsibility of the media. You might want to ask the following questions:
  - How should the media decide which areas of the world to cover?
  - From the articles you've collected, do you think the media is doing a good job of informing us about world affairs?
  - On which areas of the world (or countries) would you like to see more information? Why?
  - If you were in a position to decide what gets covered by the media, what are some world problems you would highlight?

STRATEGY 2

Students could be asked to tell about those areas they know more or less about. Does the information in the news correspond with their knowledge of these areas?

STRATEGY 3

Summarize the lessons with a discussion of the different channels of communication, T.V., films, newspapers, books, parents, peers, etc. and how each shapes our world view.

WORKSHEET 25

THEME I

MAP SKILLS PROJECT

Name: ______________________________

Directions: This week you are to collect 10 major newspaper articles and accurately locate all the places they mention on a world map (distributed by the teacher).

You are to paste the articles neatly on sheets of looseleaf paper, and then, staple the ten articles, the world map and this cover sheet together. Underline in each of the ten articles all the places mentioned. (You will have already marked them on your map.)

List the headlines from each article under the appropriate column.

NATIONAL NEWS	WORLD NEWS

SUB-THEME: *PROBLEMS OF UNDERSTANDING AND APPRECIATING OTHER CULTURES*

LEARNING ACTIVITY 11

RATIONALE

Most of us accept the truism that "people are different," but it can be very difficult to observe the deep differences in outlook and practice from culture to culture and still accept this diversity without negative value judgments.

Part of the trouble, Robert G. Harvey has suggested, may be a deep-seated human tendency to see one's own group as the "real people" - the ones with the right answers and the most objective outlook. This ethnocentrism is a barrier to understanding or dealing effectively with other different groups.

The following readings show American life as it might be perceived by an anthropologist outside our culture. It should help the students realize that they, too, are part of a culture group that others may regard as strange.

PERFORMANCE OBJECTIVES

Students will be able to:

- Define "anthropologist."
- Describe the assumptions and prejudices which prevent them from appreciating and understanding other cultures.
- Identify specific attitudes and values they hold, which other cultures might not automatically accept or understand.

STRATEGY 1

- Read "The Sacred Rac," Worksheet 26, aloud to the class or duplicate and distribute copies for students to read silently. The following questions are for discussion:
  - How far did you read before you recognized what the "rac" is? How did you feel about being described in this way, as an "Asu"?
  - How accurate is Dr. Thapar about the "rac"? Do you agree with him on any points? What values of his own are reflected in this piece? What values does he attribute to the Asu?
  - Where do you think Dr. Thapar is wrong? Why? How would you explain his mistakes to him? Remember that you do not share all the same knowledge or values.
  - Imagine you were an Indian exchange student having come to live here for a year. "The Sacred Rac" was required reading as part of your preparation. What problems might you have in getting along here?

- Using this article as a model, write (or represent through drawings or cartoons) your own version of how an anthropologist from another country you know about might analyze an aspect of American culture.

STRATEGY 2

- Distribute to the class copies of Worksheet 27 which reproduces a paragraph from Horace Miner's "Magical Practices Among the Nacirema." Allow the students some time to read the article, then ask if they have figured out what the box or chest really is. (Miner is discussing the medicine cabinet in American culture.)
- If necessary, prepare a list of words which some students might find difficult (e.g., maladies, retaining, rituals, shrine).
- Develop discussion with these questions:
  - What is the lesson the author is trying to teach us?
  - Do you think he wrote this article as a joke?
  - What attitudes must we develop when we try to learn about other cultures?

STRATEGY 3:

- Distribute copies of "What it is Like to be Underdeveloped" (Worksheet 28) to the class. To ascertain that students fully understand the passage, ask them to explain, in their own words, what these words from the article mean:

underdeveloped
tenant farmer
peasant
calories
standard of living

- Continue the discussion with these questions:
  - What surprised you the most in this description? Why were you surprised?
  - In a written statement, describe the changes you and your family would be forced to make in your way of life, if you had to change places with a family in an underdeveloped land.

Note: This reading is recommended for students achieving below grade level. Depending on the level of your class, you might want to include more questions or lead students in a discussion where you point out the underdeveloped areas of the world on a map and ask students whether they think Americans are responsible for helping these areas.

THE SACRED RAC

An Indian anthropologist (one who studies the origin, culture, and development of man), Chandra Thaper, made a study of foreign cultures which had customs similar to those of his native land. He became interested in one culture that regarded an animal as holy, much as the people of India revere (honor) the cow. The things he discovered might interest you since you might be studying India as part of this course.

The tribe Dr. Thapar studied is called the Asu and is found on the American continent north of the Tarahumara of Mexico. Though it seems to be a highly developed society of its type, its people take great interest in the care and feeding of the rac--an animal much like the bull in size and strength. In the Asu tribe, it is almost a duty to own at least one, if not more racs. Anyone who does not have at least one rac has no respect among the members of the community because he is too poor to take care of one of these beasts. Some members of the tribe, to show off their wealth and prestige (importance) even own herds of racs.

But the rac breed is not very healthy and usually does not live more than five to seven years. Each family spends a lot of money each year to keep the rac healthy. If a rac gets sick, there are experts trained in selecting charms to cure the rac, but these experts demand costly offerings (gifts) whenever a tribesman must treat his sick rac.

At the age of sixteen, in Asu communities, many youths undergo a ceremony in which the rac plays a very important role. This ceremony teaches the youth how to care for the rac and after the ceremony, the youth is allowed to keep a rac.

Although the rac may be used as a "beast of burden" (an animal that performs hard work), it has many habits which other cultures might consider to be harmful to the life of the community. In the first place, the number of racs is increasing at a very fast rate, yet the Asu tribesmen have not tried to slow down the rac pupulation. Because of the growing number of racs, the Asu must build more and more paths for the rac to travel on. This is particularly important since the rac has a habit of racing against other racs at high speed, and therefore special areas must be set aside for the rac to use. The cost of smoothing the earth is too expensive for one tribesman to undertake; so each tribesman in the community must pay a yearly tax to build new paths and to fix up the old paths. There are so many paths needed that some people must move their homes so that the rac paths will be as straight as possible, which will keep the animals from hurting themselves.

Dr. Thapar said that unlike the cow, which many people in his country hold sacred (holy), the excrement (waste product) of the rac cannot be used either as fertilizer or fuel. In fact, the excrement of the rac is dirty and totally useless. Worst of all, the rac sometimes goes wild, running over anything standing in its way, much like stampeding (charging) cattle. The rac kills thousands of the Asu each year.

Despite the high cost of keeping the animal, the damage it does to land and people, the Asu still think the rac is needed for the survival (saving) of their culture.

Adapted from "The Sacred Rac," in Patterns for Teaching Conflict, Part D, Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003, 1976, pp. 33-35.

PROBLEMS OF UNDERSTANDING OTHER CULTURES

The focal point of the shrine is a box or chest which is built into the wall. In this chest are kept the many charms and magical potions without which no native believes he could live... The charm is not disposed of after it has served its purpose, but is placed in the charm-box of the household shrines. As these magical materials are specific for certain ills, and the real or imagined maladies of the people are many, the charm-box is usually full to overflowing. The magical packets are so numerous that people forget what their purposes were and fear to use them again. While the natives are very vague on this point, we can only assume that the idea in retaining all the old magical materials is that their presence in the charm-box, before which the body rituals are conducted, will in some way protect the worshipper.

from Horace Miner's "Magical Practices
Among the Nacirema," 34th Yearbook of
National Council of Social Studies,
Chapter 17

*"WHAT IT IS LIKE TO BE UNDERDEVELOPED"

We, Americans, look about us at the underdeveloped areas of the world, without having the slightest notion of the difficulties with which they are faced. We must try to visualize what underdeveloped means to the 2 billion human beings for whom it is a living experience of daily life.

It is not easy to make the mental jump. Let us attempt it, however, by imagining how an American family, living in a housing project on a yearly income, of say, 4500 dollars, could be transformed into a family of the underdeveloped world.

Our first step is to strip our American home of its furniture. Everything from the living quarters goes: beds, chairs, tables, television set, lamps. Leave a few old blankets, a kitchen table, a wooden chair. For clothing, each member of the family may keep his oldest suit or dress, plus a shirt or blouse. Permit a pair of shoes to the head of the family, but none for the wife.

In the kitchen the appliances have already been taken out, the water and electric power shut off. The box of matches may stay, as well as a small bag of flour and some sugar and salt. A few moldy potatoes, already in the garbage can, must be hastily rescued for they will be much of tonight's meal. We will leave a handful of onions and a dish of dried beans. All the rest must go: the meat, fresh vegetables, canned goods, crackers.

The house itself as well as the other houses of the project must go. The family can move into a small shack. It may be crowded, but probably much better than the situation in Hong Kong, where the United Nations reports that it is not uncommon for a family of four to live in a bedspace--that is, one bunk and the space it occupies. Still it is fortunate to have any shelter at all; an estimated 250,000 people in the Indian city of Calcutta live in the streets.

Communication must go next. No more newspapers, magazines, books - not that they are missed, since we must take away our families' literacy as well. Instead in our community we will allow one radio - and that allowance is generous.

Government services must go also. No more postman or fireman. There is a school, but it is three miles away and consists of two classrooms. It is not overcrowded, since only half of the children in the neighborhood go to school. There are of course no hospitals or doctors nearby. The nearest clinic is ten miles away. It can be reached by bicycle, if the family has one, which is unlikely. Or you can go by bus -- not always inside, but there is usually room on the top.

Money? We will allow our family a cash treasure of $10. This will help cover some of the costs of unexpected medical and family problems. Meanwhile the head of the family must earn a living. As a peasant with three acres to farm, he may raise the equivalent of $100 to $300 worth of crops a year. If he is a tenant farmer, which is more than likely, a third of his crop will go to his landlord, and another 10% to the local money lender. But there will be enough to eat -- or almost enough. The human body requires a daily input of at least 2300 calories to make up for the energy consumed by the body. If we do no better than the Indian peasant, we will average no more than 2000 to 2100 calories per day. Our bodies, like an insufficiently oiled machine, will run down.

And so we have brought our American family down to the very bottom of the human scale. When we are told that more than half the world's population "enjoys" a standard of living of "less than $100 a year," this is what that figure means.

* From Robert L. Heilbroner, The Great Ascent

SUB-THEME: *FUNERAL PRACTICES IN THREE SOCIETIES*

LEARNING ACTIVITY 12

RATIONALE

When studying cultures other than their own, students are quick to focus on the apparently overwhelming differences among the world's peoples. This can lead to facile labeling of people unlike ouselves as "ugly" or "weird" or "wrong." This learning activity emphasizes similarities rather than differences, helping the student to see that other people's unfamiliar practices may stem from needs or wishes similar to our own. As a result, cross-cultural comparisons become less biased by ethnocentricity.

PERFORMANCE OBJECTIVES

Students will be able to:

- State the commonality of funeral customs in three distinct societies.
- Identify the similarity between American attitudes toward death and those of the Mexicans, Chinese, and Indians.
- Distinguish the differences between death practices and attitudes toward death in Mexico, China, India, and the United States.

STRATEGY: *Charting Death Customs*

This activity enables students to see that although death customs vary, they all share the function of helping to cushion the fact of death for the survivors.

Are death practices around the world different? In what way are the funeral customs of various cultures similar? How can we study or examine these differences or similarities? What do these customs tell us about the people who practice them? We can answer these questions by comparing in a systematic way the death customs and beliefs of other cultures. Then we can examine the reasons and possible explanations for these customs. The activities which follow provide the students with practice in organizing data for further analysis.

- Have students form groups of three. Pass out three readings from the three cultures (Worksheet 29). Each student can be responsible for one reading. Pass out the questions for charting death customs and the sketch of the chart which students should copy onto blank paper (Worksheets 30 and 31).
- Tell the students to read over the questions and select eight that they would like to investigate. They are to put the number of the questions they selected in the column at the far left of the chart. After going through the readings, they are to fill in the chart, answering the questions for each culture in the appropriate column. Remember, there may not be an answer to each question for every culture.
- Once students have filled in the chart, the class can note similarities and differences within each category; these may be in specific practices, time elements, degree of practice, and so on. Students who say they could

not find the answers to questions may discover that others could. The purpose here is to get the students to verbalize what they have categorized. They must understand the data and the questions before attempting to make generalizations about death customs.

- Follow-up questions:
  - What are some American attitudes toward dying persons, death, and treatment of the dead?
  - Do similarities exist between these American attitudes and those of Mexicans, Chinese, and Indians? (Remember, similar attitudes may be expressed in different practices.)
  - Pick any three death customs from your chart. How does each help cushion death for the survivors? How do American death customs you know about serve the same purpose?

INDIA: HINDU FUNERAL CUSTOMS*

In the town of Banaras, in India, everyone is aware of death. Each year, about 30,000 dead bodies are cremated (burned) on the shores of the Ganges River. To die in Banaras is a lifetime desire of all people who follow the Hindu religion, because it means that the soul of a person will be freed forever from the constant cycle of life and death.

After a death, relatives and friends bring the body to the banks of the Ganges River. The body is then dunked in the waters, set on the steps to dry, and then placed on a wood platform, together with holy offerings of sandalwood, camphor, mango leaves and ghee, a clarified butter which helps to fuel the fire. After walking around the burning corpse five times, the chief mourner (one who feels sorrow over the dead person) will strike the skull five times, in the belief that breaking the skull will free the soul from the body. The fire is kept going until only ashes remain.

There is no mourning during the cremation (the act of burning the corpse). The next day, the chief mourner will often pour milk over the remains of the dead. Later, the family will return to scatter the bones and ashes in the river.

The bodies of small children are not burned. Children are considered innocent and do not need flames to cleanse their soul. In their case, the bodies are taken to the middle of the Ganges River, where the bodies are tied to stones and thrown into the river.

Along the river, people will set up lamps in bamboo baskets set high upon bamboo poles. These lamps guide the souls of the dead that have been set free through the burial ceremonies.

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*Adapted from Alice Ann Cleaveland, et. al., "Universals of Culture," Global Perspectives in Education Humanities Series, May 1979, pp. 66-70. Reprinted with permission from GPE.

DEATH IN LIN LING, A VILLAGE IN NORTHERN CHINA

When a man reaches the age of 50, he begins to build his coffin. He selects the best wood he can afford. He may ask the local carpenter (one who works making objects out of wood) to build the coffin, which is then kept in the corner of the person's own cave.

If a man dies before the age of 60, it is a sad death; but if he dies after the age of 60, he dies happily.

When an old person dies, his or her sons put on white mourning clothes and tell all the relatives. Everyone in the family help to decide where and when to bury the dead person. To help make the decision about the burial, the family will call a "knowledgeable" (well-informed) person to decide where the burial will be. The young people do not bother much with this "knowledgeable" person, but the older people in the family still think it matters a lot how the burial takes place.

When a date for the burial is set, all the relatives are then invited; these relatives send gifts of food and money. The relatives and friends come from long distances to take part in the burial ceremonies.

On the first day of the funeral there are three meals. After eating two meals they all cry until the evening, when at six o'clock they eat noodles which they think will bring good luck, along with meat, gravy, and pickles. After that, they cry and talk about the dead person. Then they all go to bed.

Early the next morning, the dead person is taken to the grave in a coffin carried by four good friends. The oldest son heads the procession (a group of people moving in an orderly manner) holding a sign which shows the name of the dead person; then comes the coffin, then the members of the family, with the older ones first, and the younger members of the family in the back of the procession. Everyone cries as the corpse is buried. After tombstones are put on the mound of the grave, paper money is burned, and wine, bread and meat is left for the dead person. On the third day after the funeral, the younger members of the family go to the grave and leave more things for the dead person, cry a lot, then go home. After 100 days, the same scene is repeated. After that, objects are left for the dead person once a year.

Each family has its own burial ground, but children under 12 may not be buried in their family's burial ground. The older people say that children under 12 have souls that are not fully developed, so these children are buried without ceremony upon the hillside where they cannot bring bad luck. Children under seven are buried without coffins.

To die without anyone left to continue the family is the worst thing that can happen to you.

MEXICAN DEATH PRACTICES

Once a year, Mexicans, especially the poor, celebrate the Day of the Dead, or All Soul's Day. The richer the person, the more likely he or she will follow more traditional (customary) Catholic beliefs. The people believe that the souls of the dead, first the children, then the adults, go back to their families on November 1 and 2, the children on November 1 and the adults on November 2. On this day, many different offerings (gifts) are made to the returning souls. The most common offering is a candle to light the soul's way and water for the soul to drink. In addition, food and flowers may be offered to honor the dead soul.

When someone dies, there is much crying by both men and women. A close relative, usually a man, will make funeral arrangements as soon as possible. If the family is rich, a funeral home will arrange for the burial. Otherwise the burial is done by the family. Before the body is buries, the family must get a death certificate (permit) - this is the law in Mexico.

Family and frieds get together to express their sorrow over the death. They talk about the dead person, and there is a lot of crying and mourning. This meeting of family and friends, which often lasts most of the night, is called a wake. The body is present at the wake, placed in a casket, and with a cross placed in its hand, so that the soul of the dead person can rest eternally. Money is collected to help pay for the cost of the funeral.

It is hoped that before a person dies, he or she will have received the last rites, blessings given to the dead by a priest.

If possible, the funeral services will be held in a church, the day after the wake. After the service, the casket is taken to the cemetary to be buried. At the grave, relatives will lower the casket into the ground and throw dirt over it. Flowers and candles are left at the grave site.

QUESTIONS FOR CHARTING DEATH CUSTOMS

1. Where are funeral services usually held?
2. Who comes to the funeral?
3. How far do people travel to come to the funeral?
4. What funeral practices are required by law?
5. How is the body brought to the grave?
6. In what cases are special customs or practices followed?
7. Who is in charge of the funeral ceremonies?
8. How do people show concern for the family of the dead person?
9. How do the friends and family show their sorrow over the death?
10. What is done with the body?
11. How are decisions made about the time and place of burial?
12. What does the family do to convince themselves that the person is really dead?
13. What practices or customs show that the people believe in a life after death?
14. What do the people believe happens to the person after death?
15. What things are done to the body of the dead person?

(Students can add their own questions.)

16.

17.

18.

Charting Death Customs

Question	India	China	Mexico

THEME II. EARLY CIVILIZATIONS AND CULTURES DEVELOPED AROUND THE WORLD

Case Study Area: Middle East

INTRODUCTION TO THE MIDDLE EAST *

Certain factors affect the history of a people. These factors play a continuing role and influence the path of development taken by any particular group of people. These factors include:

1. Location. The geographic location of peoples affects the degree to which people come into contact with new ideas and practices. Thus, the Middle East, located in the hub of Asia, Africa and Europe, is in an ideal location in terms of access to new peoples and new ideas.

2. Communication. If all other geographic factors are equal, people who have little or no contact with outsiders will change ideas and ways slowly. If all geographic factors are equal, people who have opportunities to meet people outside of their group will, on the whole, change their ways more readily and more rapidly. Since history concerns itself with the changes men have brought about, much of our study will concern itself with societies and peoples who have brought about change and, to a lesser degree, with peoples who remain frozen in their development.

The Middle East, because of its central location, has had many contacts with outside peoples. The great river valleys in the Middle East brought great numbers of people together at the dawn of civilization. The rapid development of the regions around the river valleys prompted less advanced peoples to make contact with these more advanced centers.

If we assume that contacts between peoples are important in bringing about changes within a civilization, we might also begin to think about the way people borrow ideas and make use of them. People, as well as communities and civilizations, probably make use of new ideas in two ways:

1. Direct Imitation. A group of people may come into contact with another group of people who have developed something, for example, the wheel. Its advantages are so obvious that it is copied just as it was first seen.

2. Creative Stimulation. (stimulus diffusion). In this case ideas may be borrowed but may be applied in a different way. For example, the wheel may have been first seen used as part of a cart, but the idea of the wheel might be taken over by another people not only for a cart, but also for making pottery - a potter's wheel.

Civilized areas seem to spread their influence outward so that less-developed peoples begin to be influenced by these new ways. Civilization, which began in river valleys, gradually gave way to a regional pattern of civilization which included the people living in the river valley and the people living on the fringes of the civilized centers. Sometimes the less advanced peoples living on the edges of the civilized communities produced ideas and techniques which were taken over by the civilized peoples. The most important point to keep in mind is that there is contact between people. Contacts may grow out of trade, invasions, or the exchange of spoken or written ideas.

* Thomas G. Kavunedus and Harold E. Hammond. The Middle East, New York: Cambridge Book Co., 1976, pp. 63-64.

Civilization probably spread outward in ever-widening circles, like the waves caused by a stone thrown into a pond, to include more and more people. In this way civilization spread westward from the Middle East into Europe, and eastward toward the Indus valley and India.

CONTENT OUTLINE

Middle East

THEME II - EARLY CIVILIZATIONS AND CULTURES DEVELOPED AROUND THE WORLD

Case Study Area: MIDDLE EAST

A. Geographic factors contributed to the settlement of early civilization.

1. Settlements developed as humans learned to grow roots and grains in river valleys and rain-drenched areas.

   - Civilization began and developed in the Tigres-Euphrates Valley.

   - Civilizations also developed in other areas which accommodated farming, such as the Nile, Indus and Yellow River (Huang Ho) Valleys.

2. Geographical and climatic conditions created a need for increased control and regulation of society.

   - In Mesopotamia, Sumerians dug canals to control the spring floods and to irrigate the land.

   - In ancient Egypt, cooperation was necessary to dig irrigation ditches to bring water from the Nile into parched fields, and to build dams.

B. The early history of the Middle East was marked by great accomplishments, some of which affected other ancient cultures and all of which influenced Western society.

1. The Sumerians developed a system of irrigation, the wheel, a mathematical system based on the number 60, a system of writing, metallurgy, and the plow.

2. The Babylonians developed the first complete universal law code, which was based on the "eye for an eye" principle, and which included laws to regulate business, marriage, divorce and inheritances. They introduced a lunar calendar of 12 months.

3. The Egyptians were the first to achieve political unity. They created a solar calendar of 365 days, papyrus, the first writing paper, and mummification, which was later adopted by the Romans. Geometry, specialized surgery, and the development of many drugs can also be credited to the Egyptians.

4. The Hyksos introduced the horse into Egypt. The horse-drawn war chariot and the use of body armor was also introduced by the Hyksos.

5. The Hittites invented iron smelting and their armies were the first to use light horse-drawn iron chariots. The Hittites transmitted Mesopotamian culture to the West and popularized

the use of iron throughout the Near East.

6. The Assyrians were the first to have armies totally equipped with iron weapons. They developed new battle tactics: heavy barrage of iron-tipped arrows followed by a charge of cavalry and heavy war chariots. They also inaugurated the first postal service and were instrumental in preserving Sumerian and Babylonian culture.

7. The Persians introduced to ancient society effective skills for the administration of a large empire by constructing excellent road systems and by creating local provinces, each ruled by a governor loyal to the king. They are also to be credited for the development of a dualistic religion which established the concept of heaven and hell.

8. The Phoenicians were the first explorers, traders and colonizers of the ancient world. They founded cities in Spain, Sicily, Cyprus and Africa (the most important of which was Carthage). The Phoenicians also invented an alphabet of 22 consonants.

9. The Lydians invented coined money as a regular medium of exchange. The Lydian government started governmental minting of money.

10. The Hebrews founded monotheistic religion based on an all-powerful universal God and the code of the Ten Commandments, which influenced Western legal systems. Judaism also had a profound influence on the later religions of Christianity and Islam.

C. Wars, commerce and migration created contact among ancient peoples.

1. Successive civilizations (Sumerians, Akkadians, Babylonians, Assyrians) invaded and conquered Mesopotamia, a land with few natural barriers.

2. The Hebrews migrated and settled in the high ground overlooking the coastal plains of Palestine.

3. The Phoenicians became traders by sea and held colonies in Cyprus, Sicily, and Sardinia, Utica on the African coast, and later, Spain.

4. Desert people called Aramaeans settled in Syria and operated caravans between Phoenicia and Mesopotamia.

5. Chaldean tribesmen settled on the sites of previous Sumerian cities, and gained power over Babylonia, developing the city into a wonder of the ancient world.

6. The Assyrians conquered Mesopotamia, Syria, Israel, and parts of Egypt.

7. The Persians conquered Babylonia, Egypt, Scythians in southern Russia, Lydia and other smaller kingdoms to extend the Persian Empire from the Mediterranean Sea to the Indus River using the Assyrian military organization and creating a new idea - a navy.

8. In the fourth century B.C., Greek and Persian cultures were blended when Alexander the Great conquered an empire that spanned the territory from Egypt to India.

9. The lands of the Middle East fell under the domination of the Roman and Byzantine Empires in the early centuries A.D.

10. Muslims, spreading the religion of Islam, conquered the entire Middle East in the seventh and eighth centuries. Arab civilization spread from Europe to Asia, as a result of Muslim conquests, extensive trade, and religious pilgrimages to Mecca.

D. Cultural diffusion resulted from the direct contact between civilizations.

1. Sumerian cuneiform influenced the development of hieroglyphic writing in Egypt.

2. The Hyksos borrowed the invention of the wheel from the Sumerians and Egypt, in turn, adopted the wheel after the conquest by the Hyksos.

3. The Babylonian lawgiver Hammurabi based his ideas on a legal code set down by a Sumerian king (Ur-Nammu) who lived 300 years earlier.

4. The alphabet originated in the Fertile Crescent, was refined and transmitted by the Phoenicians, who spread it to the Greco-Roman world.

5. The Persians adopted from the Assyrians such military tactics as the use of a cavalry and chariots for pursuit and reconnaissance.

6. Christianity depended to a great extent on Judaic ideas, and both religions, in turn, influenced the development of Islam.

7. The spread of Islam in the seventh and eighth centuries influenced the culture, religion and laws in an empire that stretched from Spain in the West to India in the East.

LEARNING ACTIVITIES

Middle East

THEME II: Early Civilizations and Cultures Developed Around the World

SUB-THEME: *CITIES AND AGRICULTURAL SOCIETIES DEVELOPED IN RIVER VALLEYS AND NEAR LARGE BODIES OF FRESH WATER*

LEARNING ACTIVITY 1

RATIONALE

An understanding of human settlement patterns is basic to the study of global development. One of the fundamental changes in technology has been the emergence of agriculture and city life, two related phenomena in history. Geographic and climatic conditions have played an important role in settlement patterns although these factors have not determined locations. Rather, geographic, cultural, and technological aspects have all contributed to the use of agriculture and of cities. The oldest known permanent settlements of great size and scope have occurred on or near inland bodies of water or important rivers, and it is this topic which will be the focus of this lesson.

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the importance of rivers in influencing the growth of agriculture and population centers in the ancient world.
- Interpret a map.
- Draw conclusions about the role of water resources in the development of civilizations around the world, and of the technological use of the environment by different peoples.
- Write an essay which either defends or attacks an idea.

STRATEGY 1

- Hand out Worksheet 1, "Using a Map to Learn About Rivers" and have students answer the questions provided on the worksheet.

STRATEGY 2

- Distribute Worksheet 2, "The Gift of the Nile," and have students answer the following questions for discussion:
  - Why do you think many of the ancient civilizations developed around river basins?

- Why was the Nile River so important to the lives of the ancient Egyptians? Does it have the same importance to Egyptians today?

- Define delta. Can you explain why most of the farms in ancient Egypt were located in the delta?

STRATEGY 3

. Motivate this activity by discussing with the class how the recent drought demonstrated the importance of water in our daily lives in New York City. Ask for examples of how various water restrictions affected some activities and businesses in the city and let pupils show the urgent need for conservation by discussing the dangers that a water shortage holds for the people of the city.

- Hold up for class viewing the two photographs, "The Thirsty Lands," (Worksheet 3) giving pupils the following background information:

> The Greek historian, Herodotus, called Egypt "the gift of the Nile." Here are two photographs of scenes along the Nile River. The first picture shows the cracked river bed of the Nile in the dry season near the site of the High Dam at Aswan.

Question for pupils: How do these photographs show the validity of Herodotus' description of Egypt as the "gift of the Nile"?

· Teacher to class: In trying to explain why the Nile overflows every year, Herodotus rejects the correct explanation because he overlooks the effect of a particular geographic factor. I am going to read his explanation to you. See whether you can figure out what geographic factor he has neglected.

> "I was very desirous of learning why the Nile, beginning at the summer solstice, fills and overflows for a hundred days; and when it has nearly completed this number of days, falls short in its stream and retires, and continues low all the winter until the return of the summer solstice."
>
> "One explanation, which says that the Nile flows from melted snow, is entirely untrue, for this river flows through the middle of Ethiopia and discharges itself into Egypt. How, therefore, since it runs from a very hot to a colder region can it flow from snow?"

-- What geographic factor has Herodotus overlooked? (The answer of course, is altitude. One branch of the Nile gets its increased flow when the snow melts in the mountains of Ethiopia).

-- Have pupils consult a population density map of Egypt. As an additional research activity, ask students to explain the concentration of population shown there. Stress the influence of the river in creating the concentration of population in the Nile River Valley.

STRATEGY 4

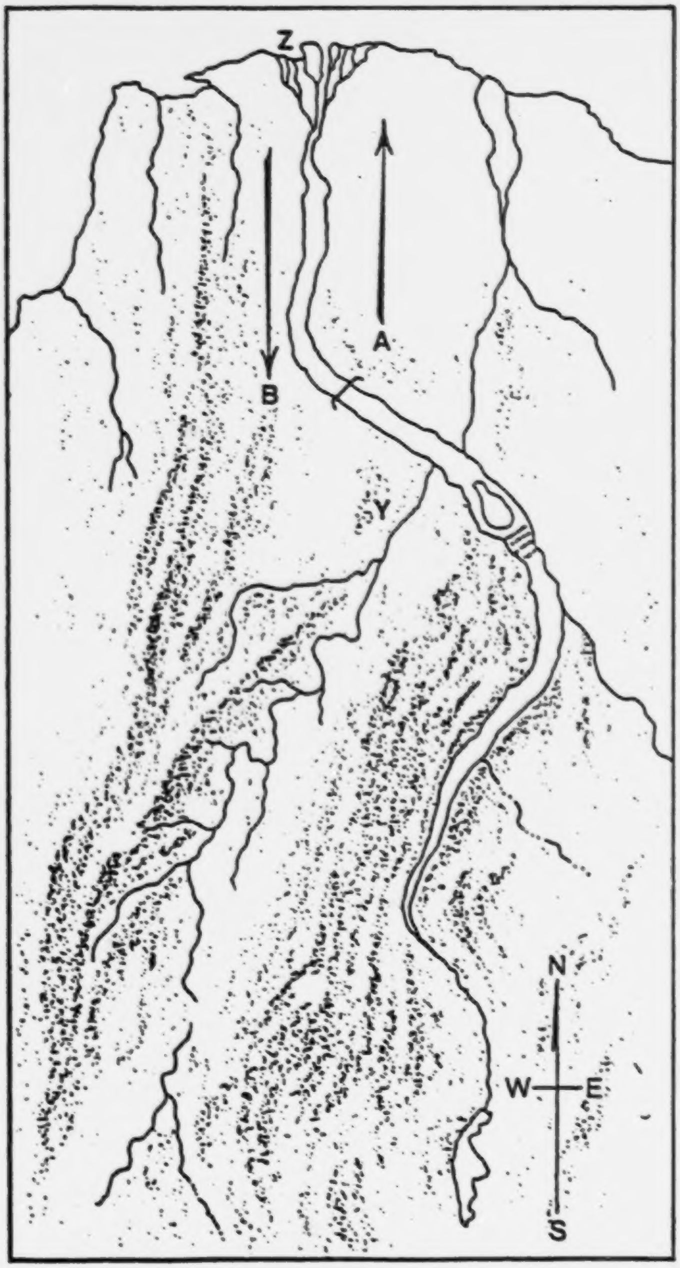
- Distribute copies of Worksheet 4 and have class answer the following:

  - Why did the Egyptians consider the Nile a god? What does this tell us about religious beliefs in ancient Egypt?
  - How did they express their appreciation to the Nile?
  - How did the Nile River benefit the people of ancient Egypt? How did they express their appreciation to the Nile?
  - What do you think the last two lines of the hymn mean? Which do you think was the greatest benefit of the Nile as noted in the hymn?

Name ______________________ ______________________________

USING A MAP TO LEARN ABOUT RIVERS

In your study of the Middle East you have learned that rivers are very important as sources of water and power. They are also important avenues of trade and transportation. At the right below are several terms used in describing rivers. Use your textbook, dictionaries, and other references to find the meanings of these terms. Place the letter of each term in the correct place on the model river system. Be careful. There may be more than one location for a term.



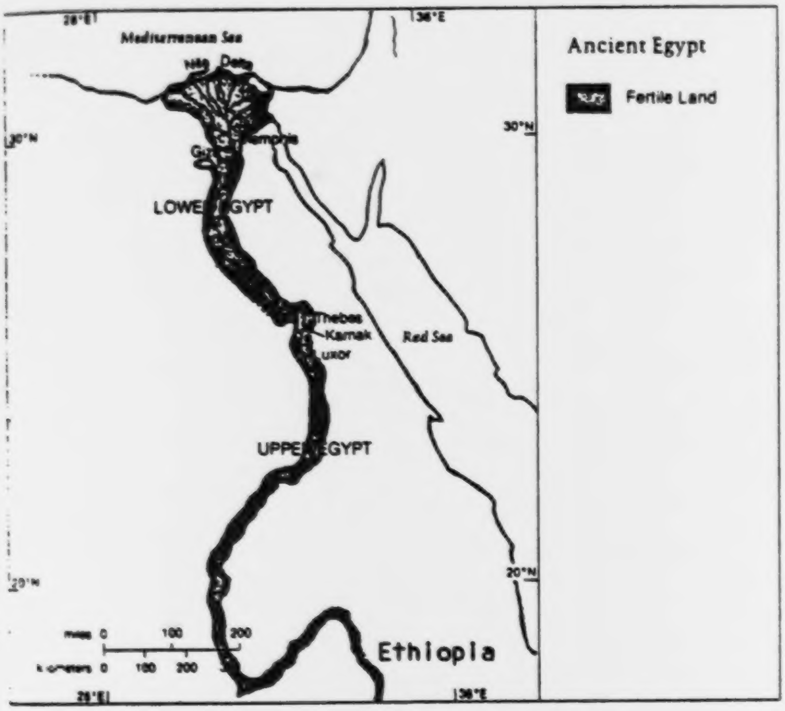
Terms

a. source
b. tributary
c. mouth
d. distributary
e. watershed
f. delta
g. valley
h. dam
i. meander
j. gorge
k. rapids
l. wadi

1. If you stood on the dam facing north, which arrow would represent
   a. downstream ______________
   b. upstream ______________
   c. direction of flow ______________
2. If you stood on the dam facing south, which arrow would represent
   a. downstream ______________
   b. upstream ______________
   c. direction of flow ______________
3. a. Circle the letter which represents land at sea level: Y Z
   b. Circle the letter which represents land above sea level: Y Z

Source: Harold D. Drummond and James W. Hughes, The Eastern Hemisphere: Workbook, Teacher's edition, Boston: Allyn & Bacon, Inc. 1980, p.90.

The Gift of the Nile


Ancient Egypt
Fertile Land
Mediterranean Sea
Nile Delta
Memphis
Giza
LOWER EGYPT
Thebes
Karnak
Luxor
Red Sea
UPPER EGYPT
Ethiopia
30°N
20°N
28°E
36°E
miles 0 100 200
kilometers 0 100 200

A number of the most ancient civilizations grew up on the banks of great rivers. They drew their life from the rivers. But no river was more important to the people along its banks than the Nile River was to the Egyptians.

The land of Egypt is mostly desert. It is hot and dry. It receives very little rain. Plants and animals find it hard to live on such land. So do people. But along Egypt's length runs a narrow strip of fertile land, the Nile Valley. In a place where the land is fertile and plants can grow, animals and people can also live more easily.

The Nile River begins far to the south in Africa. It flows 4,000 miles to the Mediterranean Sea. For the last 100 miles before the river reaches the sea, it spreads out in a fan of rich land. This fan of land is called "the Nile Delta." A *delta* is an area of land between the branches of a river and near the river's mouths. It is made up of soil left behind by the river as it flows into the sea.

In central Africa, heavy rains fall for part of each year. The river carries the water north to Egypt. Once a year, the Nile floods. Then it drops back to its normal level, leaving rich, black soil along its banks and in the delta. In this rich soil, plenty of food could be grown to feed the people of ancient Egypt.

Source: Marian Marvin, et al., The Human Adventure, Menlo Park, Calif.: Addison-Wesley, 1976, p.69.

The thirsty lands

HYMN TO THE NILE

Greetings, Oh Nile,...who comes in
peace to give Egypt life; hidden god
who guides the darkness,...irrigator
of the meadows...to give all animals
life; you feed the earth;...friend
of bread and fruitfulness, benefactor
of the grain,...

Lord of the fish, when the flood
comes no bird invades useful belongings;
you make the corn....If your level
falls...the gods fall on their faces,
men waste away.

....When you shine, the world
is filled with joy, all bodies are happy,
every creature has been fed, every
tooth can chew.

...(the flood) makes the grass
grow for the cattle;...it takes hold of
North and South, filling the warehouses,
choking the barn, enriching the miserable....
During the flood, the people shows its
joy; every heart is happy....

Oh flood of the Nile, offerings are made
to you, oxen sacrificed, birds immolated (burned)....

....Rise and make yourself heard, Oh Nile!
Rise and make yourself heard, Oh Nile!

Source: Translated by Eugene Weber from Gaston Maspero, *Hymne au Nil* (Paris: 1898), quoted in Eugene Weber, *The Western Tradition*, Boston: D.C. Heath & Co., 1965, pp. 3-4.

SUB-THEME: *Sumerian Civilization Arose in the Tigres-Euphrates Valley*

LEARNING ACTIVITY 2

RATIONALE

Although the Sumerians developed a civilization more than 5000 years ago, as recently as 100 years ago these ancient people were unheard of; no one even knew their name. Yet, among the many civilizations that emerged in ancient Mesopotamia, none had a greater impact on the world than the Sumerians.

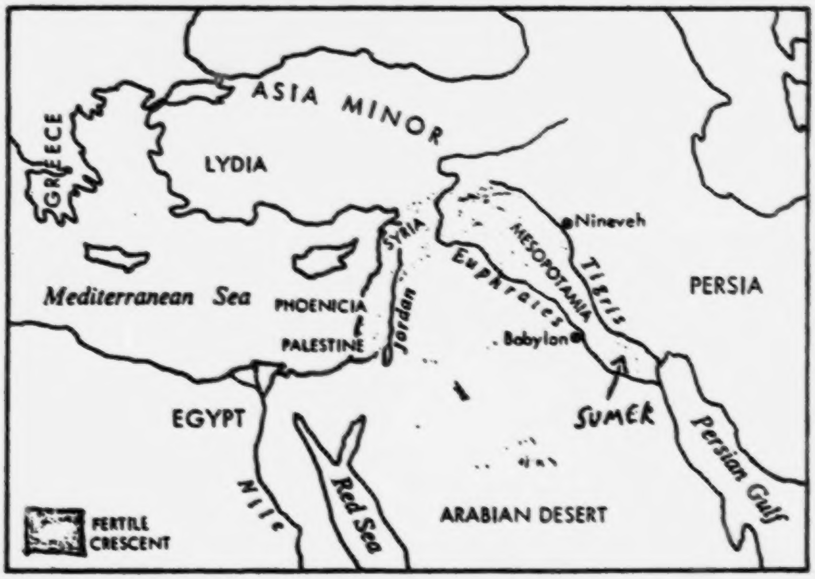
PERFORMANCE OBJECTIVES

Students will be able to:

- Locate the following on a map: Fertile Crescent, Mesopotamia, Sumer, Tigris and Euphrates Rivers.
- Interpret bar graphs.
- Explain how historians reveal the mysteries of the past.
- List at least five accomplishments of Sumerian civilization.
- Interpret a topographical map.
- Explain how a culture can benefit and suffer from military conquest.
- Identify similarities between Sumerian culture and American culture today.

STRATEGY 1

- Explain to students that the land stretching from Palestine on the Mediterranean Sea, through Mesopotamia to the Persian Gulf, is known as the Fertile Crescent. Many other ancient civilizations arose in this region of the world also. One of the earliest civilizations developed in the land between the Tigres and Euphrates Rivers, known as Mesopotamia (a Greek word, meaning "between rivers"). The land in the southern part of Mesopotamia was known as Sumer.


ASIA MINOR
GREECE
LYDIA
Nineveh
SYRIA
MESOPOTAMIA
Euphrates
Tigris
PERSIA
Mediterranean Sea
PHOENICIA
PALESTINE
Jordan
Babylon
SUMER
EGYPT
Persian Gulf
Nile
Red Sea
ARABIAN DESERT
FERTILE CRESCENT

- Ask students to study Worksheet 5 (The Climate of Southern Mesopotamia and Average Monthly Rainfall), and use the following questions for discussion:
  - What do the graphs tell you about the summers in Mesopotamia?
  - What do they tell you about the rainfall?
  - Would you want to live in a place with the climate of Sumer? If so, which particular time of the year would you want to live there?

STRATEGY 2

. By now students should understand that Mesopotamia gets very little rainfall--yet it was considered part of the Fertile Crescent. How was it possible to grow food in a land with so little rainfall? Ask students for their opinions and, after several responses, distribute Worksheet , "Life in Babylon." Explain to the class that almost 2,400 years ago, a Greek historian, Herodotus (who was the first to use the term "Mesopotamia" to describe the land between the Tigres and Euphrates Rivers) was also interested in the growth of crops in Mesopotamia. He wrote about Babylon, a civilization which occupied the same land several centuries after the Sumerians.

- Select a student to read Worksheet 6, "Life in Babylon,"aloud and have students answer the following questions based on that reading:
  - How can the writings of historians help explain the riddles of the past?
  - What is meant by "irrigation?" How did irrigation help the Sumerians to grow more food?

STRATEGY 3

. The Sumerians were one of the most advanced people in the ancient world. Below is a list of their accomplishments:
  - The invention of irrigation.
  - The building of sailing ships.
  - The invention of the wheel.
  - The use of heat to shape metal into plows and spears.
  - The use of oven-baking for making pottery and bricks.
  - The invention of the 60-minute hour, and the 24-hour day.
  - The writing of epic poems.
  - The construction of great public buildings.

- Share the above list with the class, perhaps by writing it on the chalkboard. Ask students how it was possible for one civilization to create so much.

- Direct students to rank these contributions from most important to least important, in terms of current needs and standards.

- Ask students to study Worksheet 7, "Physical Features of Mesopotamia."

- Questions for Discussion:

  - Describe the physical features of northern Mesopotamia.

  - Describe the physical features of southern Mesopotamia.

  - Would Mesopotamia be easy or difficult to invade? Explain your answer.

STRATEGY 4

- Distribute copies of Worksheet 8, "The Disappearance of Sumerian Culture," and have students answer the questions which follow the reading.

STRATEGY 5

All Cultures Have Things in Common.....

No matter how different the life of another society seems, you will find some features that are not unlike elements of your own culture. To illustrate this point, we'll use the earliest known examples of a written creative expression.

These writings appear on the clay tablets found while excavating the ancient city-states of Sumer--the oldest known urban civilization. When you first encounter the way of life of these people in the Fertile Crescent, their culture seems very remote from our own. These people lived some 5,000 years ago. They built huge temples and were ruled by priests. Most of the population farmed. We would be hard put to find a civilization more different from our own.

And yet...

What was important to the people of the Sumerian cities? Picture a scribe, painstakingly working wedges into soft clay (cuneiform writing). He decides to express some of the things that are important to his life and times. He may be the first creative writer in human history.

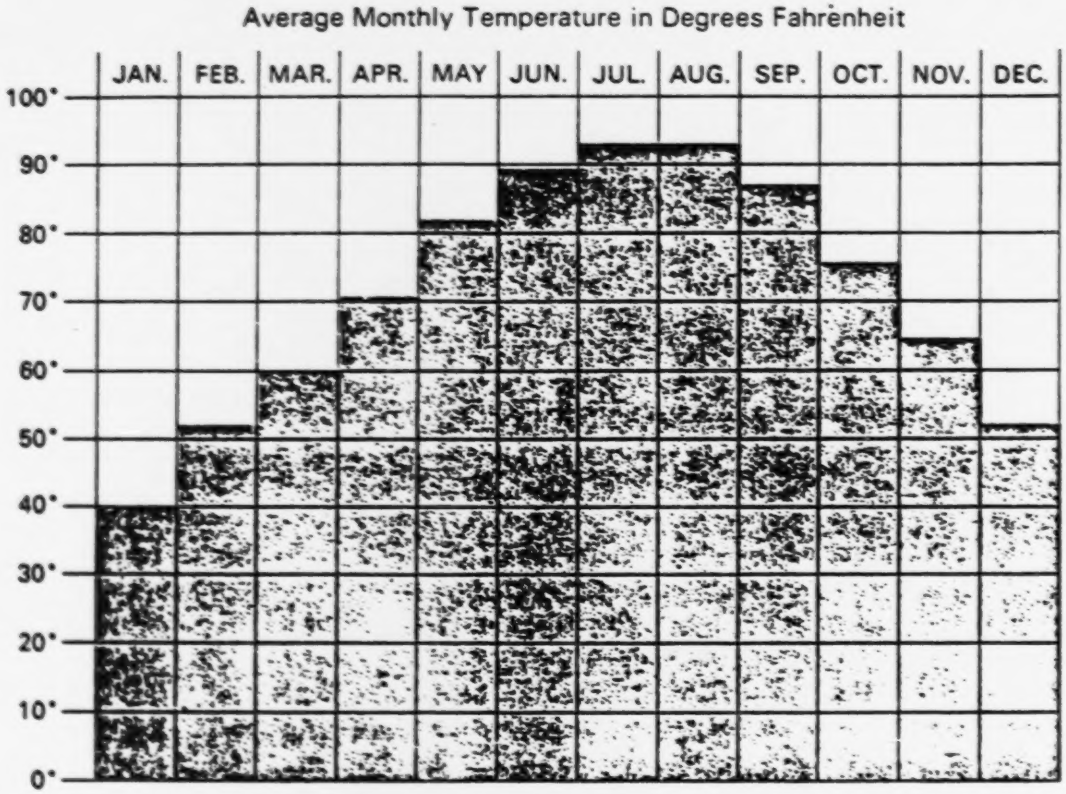
You are going to read examples of what was written. They are proverbs or sayings which give simple direct statements of the Sumerians' views. (The Sumerian tablets also contained longer stories, legends, and codes of law.) What ideas are expressed? How do these ideas reach across time and space and connect us to the ancient Sumerians? Can you find any similarities or differences between their culture and your own?

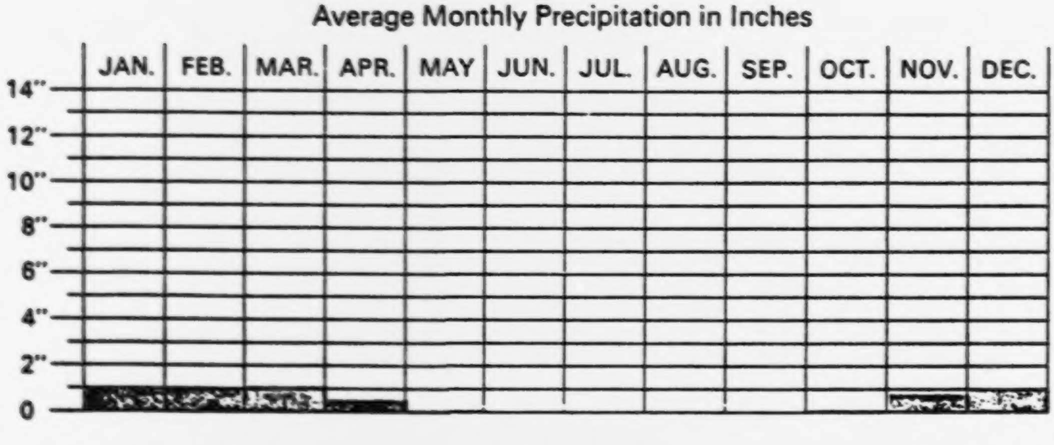
- Distribute Worksheet 9, "Proverbs 2000 B.C. and Earlier," and provide students with the following questions for discussion:
  - Select the sayings that sound the most "modern" to you and explain why. Can you think of any modern proverbs or sayings that have a similar message to any of these?
  - What conclusions can you make about Sumerian society, based on these proverbs?
  - How could you use these early writings to prove that in some ways, Sumerian culture was similar to American culture today?

STRATEGY 6

- Distribute Worksheet 10 ("Did Sumerian Children Go to School?") and Worksheet 11 ("A Bad Day at School"). Conduct a discussion on the similarities and differences between Sumerian schools and American schools. In addition to your own questions, you can include the following questions in your discussion:
  - Compare the Sumerian school with your own school. What problems would you have if you had to attend a school like that in Sumer?
  - In what ways was the experience of the Sumerian student similar to your own experience in school?
  - Which school would you prefer to attend, a school in New York City or one in Sumer?
  - Compare a Sumerian school with your own school in terms of: goals of the school; extra-curricular activities; discipline.

THE CLIMATE OF SOUTHERN MESOPOTAMIA



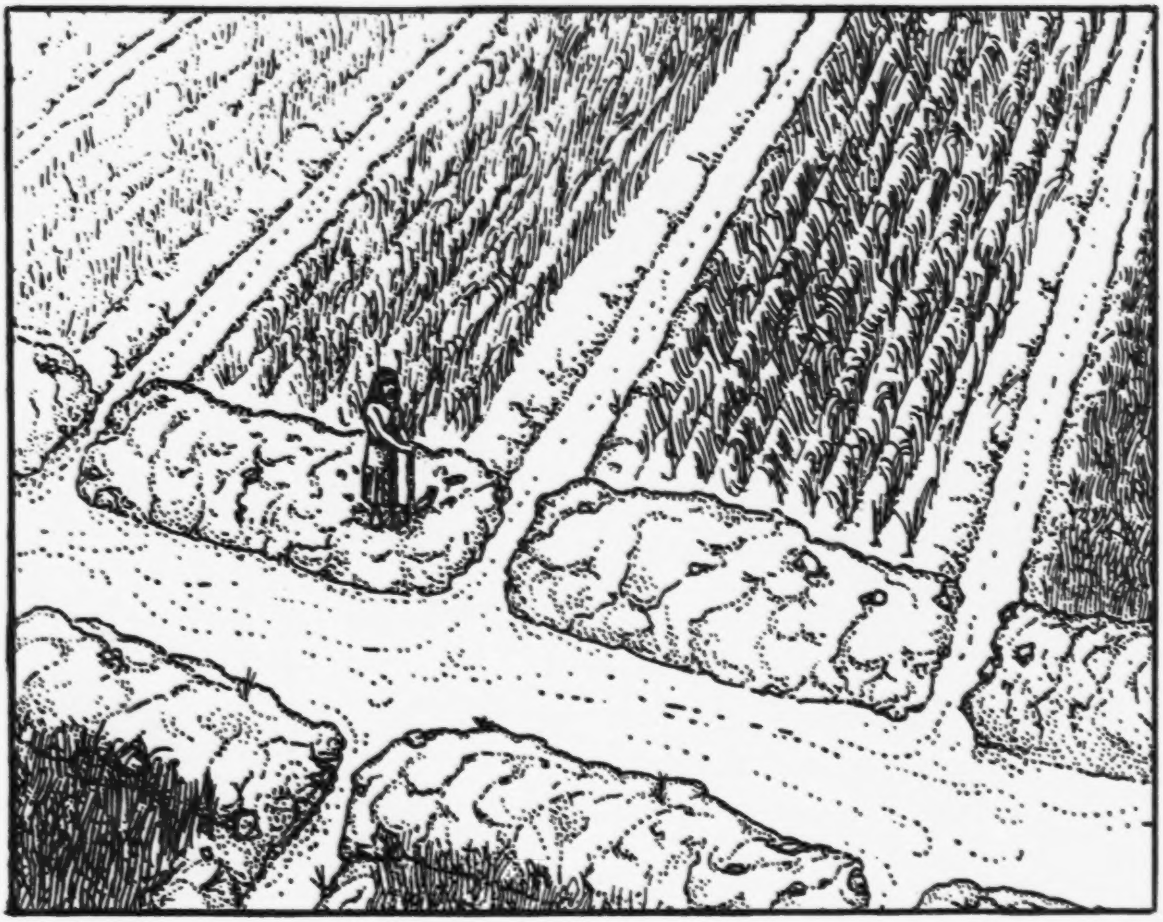


These bar graphs show the average monthly temperatures and precipitation for Baghdad, a city in Mesopotamia today. What do the graphs tell you about the summers in southern Mesopotamia? What do they tell you about the rainfall?

Source: Social Science Staff of the Educational Research Council of America, The Human Adventure: Ancient Civilization, Boston: Allyn & Bacon, Inc., 1971, p.28.

LIFE IN BABYLON

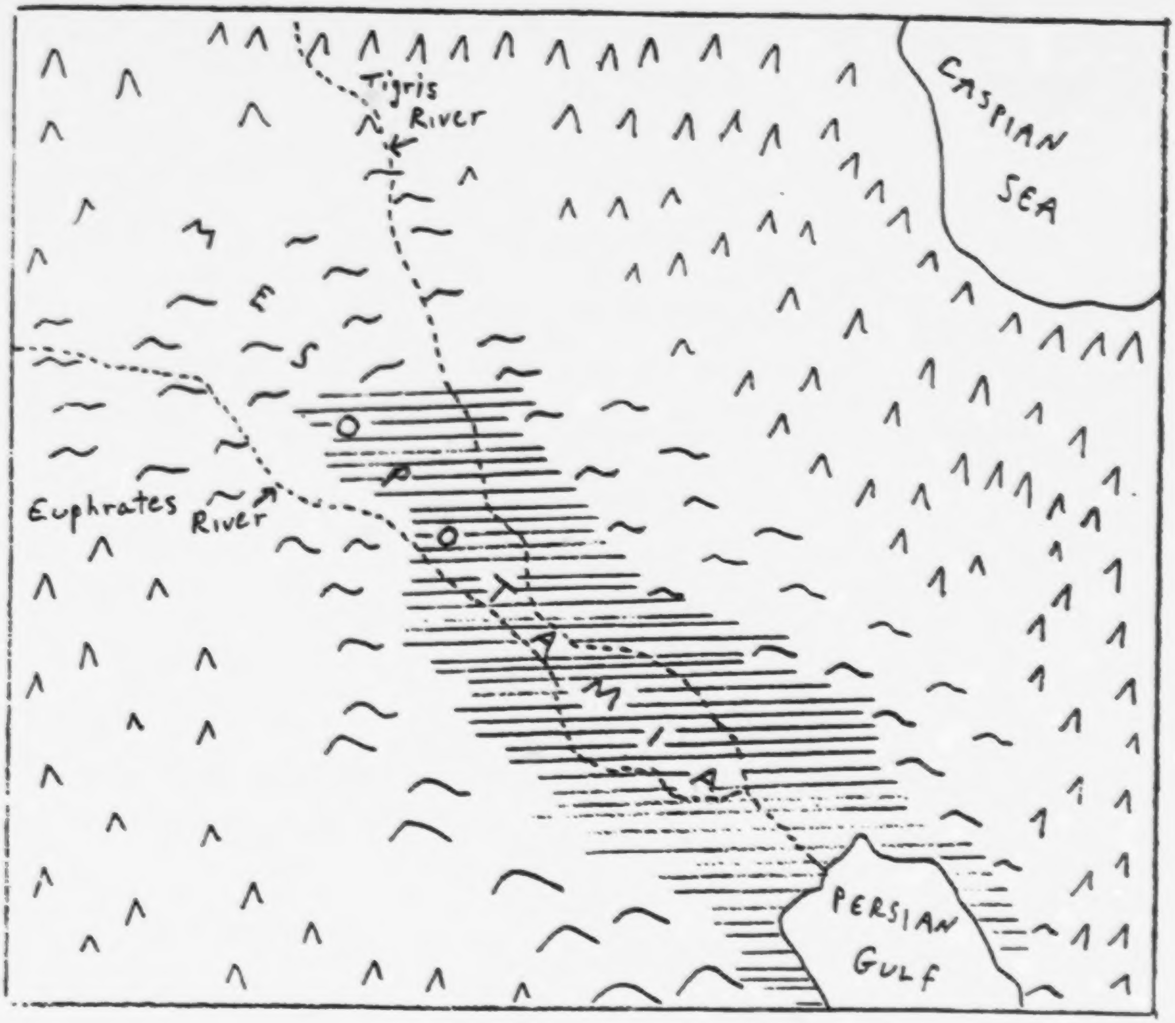
"Very little rain falls in Babylon," wrote Herodotus. "There is just enough rain to make the grain begin to grow. After that, the plants must be irrigated with water from the Euphrates River. The waters of the Euphrates do not flood the grain fields naturally. Water must be spread across the land by hard work, canals, and buckets. The hard work produces wonderful results. Of all the countries that I have seen, no one produces so much grain."

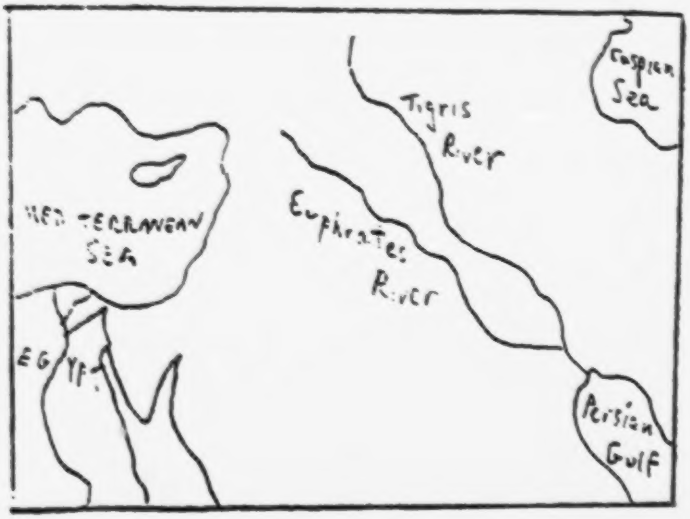


Sumerians built up the levees and let water run out into the fields.

Source: Nancy Bostick, et al., The Growth of Civilization,
Boston: Allyn and Bacon, Inc., 1982, p. 61.

PHYSICAL FEATURES OF MESOPOTAMIA


Tigris River
CASPIAN SEA
MESOPOTAMIA
Euphrates River
PERSIAN GULF


Caspian Sea
Tigris River
MEDITERRANEAN SEA
Euphrates River
EGYPT
Persian Gulf

∧∧∧ **Mountains**

∼ **Hills**

≡ **Plains**

THE DISAPPEARANCE OF SUMERIAN CULTURE

Because the Sumerians lived in the open, flat lands of Mesopotamia, they were an easy target for invaders. Sumeria was invaded many times. Each time invaders brought their own language, culture, and ideas, from which the Sumerians borrowed. In this way, the Sumerians were able to build upon their own knowledge by adopting from other cultures.

But while a civilization can benefit from an invasion, it can also suffer from it. Around 2300 B.C., Sumerians were conquered by the Akkadians, a people from the northern part of Mesopotamia. The Akkadians took over the cuneiform writing of the Sumerians, but soon the Akkadian language began to replace the Sumerian language. Before long, the Sumerian language disappeared altogether. Several centuries later, Babylonians attacked and conquered Mesopotamia. Babylonians took over the combined Sumerian-Akkadian culture. Old gods were given Babylonian names and the Babylonian king, Hammurab, drew up new laws to replace old ones. By this time, the original Sumerian culture bagan to disappear, and was completely forgotten until 100 years ago when archaeologists uncovered artifacts of Sumerian civilization.

Questions for Discussion:

- How did invasions influence the culture and ideas of the Sumerians? Do you think it was a good idea for the Sumerians to borrow the ideas of the people they came in contact with? Explain your answer.
- Give an example to illustrate how a civilization can benefit from contact with other peoples. How might a civilization suffer from contact with foreigners?
- Is it possible that our present civilization might be forgotten the way the Sumerians were forgotten? Why or why not?
- Suppose we were forgotten. Write a story about an archaeologist in the year 7000 AD. Pretend that he is digging up your community. What things would he or she find?

Proverbs, 2,000 B.C. and Earlier

Who possesses much silver may be happy;
who possesses much barley may be happy;
but he who has nothing at all can sleep.

Who has not supported a wife or child,
his nose has not known the leash (a nose leash
used on prisoners).

For his pleasure: marriage;
on his thinking it over; divorce.

Wealth is hard to come by,
but poverty is always with us.

Into an open mouth, a fly enters.

Don't pick it now; later it will bear fruit.

Possessions are sparrows in flight
that can find no place to alight.

Tell a lie. Then, if you tell the truth
it will be thought a lie.

My wife is at the temple;
my mother is down by the river;
and here I am starving of hunger.

Upon my escaping from the wild ox,
the wild cow confronted me.

Friendship lasts a day.
family ties are forever.

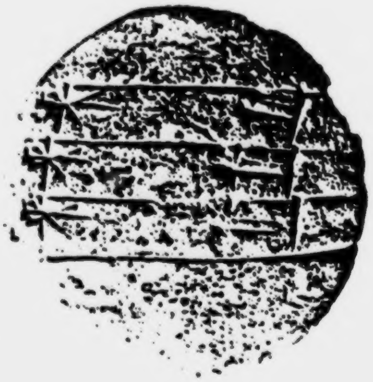
Lindy Hough and David C. King, World Views Through the Arts, New York, Global Perspectives, Inc., 1979, p. 40.

Samuel Noah Kramer. The Sumerians: Their History, Culture, and Character Chicago: University of Chicago Press, 1963.

Did Sumerian Children Go to School?

The Sumerians had the first schools. Their schools were often in the temples. Only rich boys were able to attend them. The schools were called **edubbas** (ē dŭ bəs), or tablet houses. Their main purpose was to teach boys how to write. Most business deals had to be put in writing. The Sumerians needed people who could read and write.

Later, the Sumerian schools taught other subjects besides writing. In one course, students learned the names of plants and animals, and of stones and minerals. In another course, students learned how to work problems in arithmetic. The students also learned stories and poems of the past. They learned the poems by copying them on their tablets.



A Sumerian schoolboy practiced writing a god's name three times on this tablet.

Sumerian students did not have an easy life. They attended school from sunrise to sundown. They learned how to write by copying lines over and over on their tablets. There were no special activities. There was little or no class discussion. Work at the school seemed to be the same day after day.

The school principal was the **ummia** (ū mē ə) or "school father." There was also "a man in charge of the whip." He took care of the boys who disobeyed. The pupils were called the "school sons." The boys who graduated were called "school sons of days past."

Sumerian schoolboys were afraid to break the rules. Let us read a story about a school day in Sumer. The story is taken from a clay tablet.

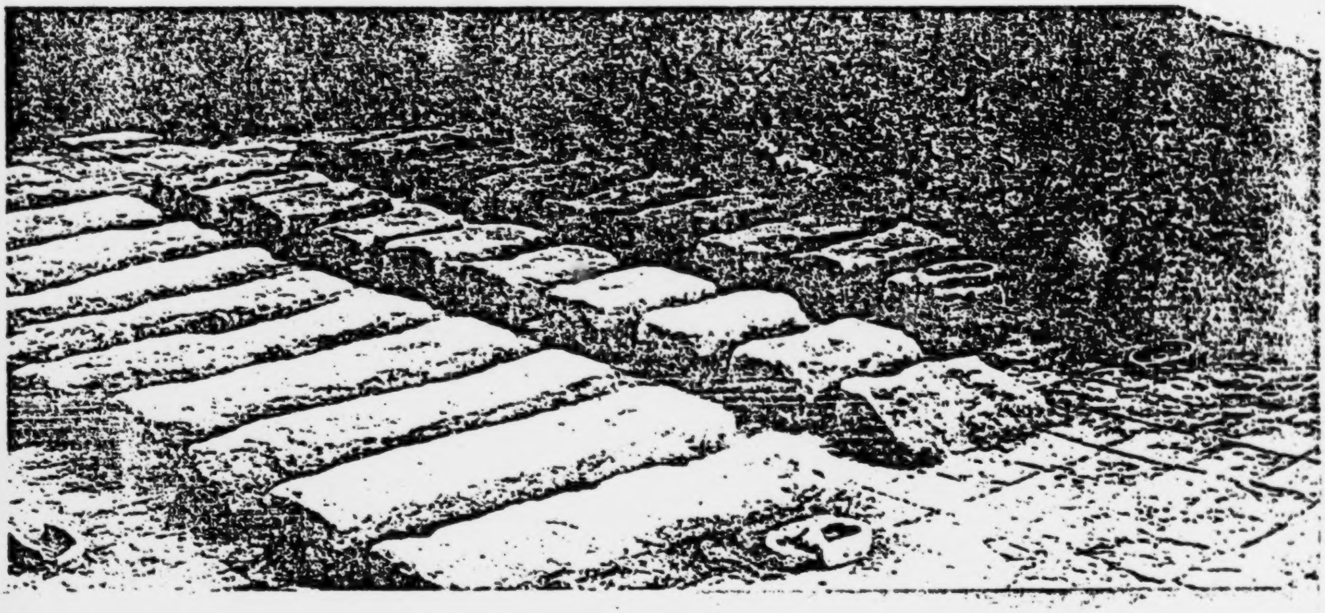
A BAD DAY AT SCHOOL

Before going to bed, one schoolboy asked the family servants to wake him in time for class. However, they failed to wake him up, and he slept late. When he awakened, he jumped out of bed. He grabbed two rolls for lunch and ran all the way to school. Filled with fear, he entered the classroom and bowed low before his teacher. His low bow did not save him from a terrible day. First, he had been late. During the day, he forgot some lines in the lesson he wrote on his tablet. He also talked without permission. "The man in charge of the whip" beat him for all these things and also for breaking other school rules. But the boy had a rich father who invited the poorly paid teacher to dinner. The father gave the teacher new clothes, a ring for his finger, and many other gifts. After this visit to the boy's home, the teacher began to treat his student more kindly.

Children in ancient Sumer sometimes fought. One clay tablet tells how two boys insulted each other. Each boy said that the other did not know how to write or multiply correctly. They called each other insulting names, like "windbag" and "chatterbox" and "bully." Finally the principal came and put an end to the argument.

- Compare the Sumerian school with your school.

Ruins of a Sumerian schoolhouse reveal that students had to sit on hard benches during their long school day.



SUB-THEME: *CONTACT BETWEEN CIVILIZATIONS AND CULTURES DEVELOPED AROUND THE WORLD*

LEARNING ACTIVITY 3

RATIONALE

Cultural diffusion is a vital factor in the development of civilizations. The phenomenon of cultural diffusion occurs when one group of people borrows or adopts elements from another culture. In the ancient world, people from various civilizations are brought together through trade, war and migration. An important result of this communication was the infusion of language, culture and ideas from one civilization to another. The Middle East, the crossroads of three continents has witnessed numerous contacts between peoples and has always been a center of commercial activity - from earliest times to the present.

PERFORMANCE OBJECTIVES

Students will be able to:

- Develop a hypothesis concerning contacts among people in Palestine and Mesopotamia, based upon map interpretation and anylysis of respective literatures.
- Identify those features of Sumerian civilization adopted and borrowed by the ancient Egyptians.
- Visualize, through map analysis, the route by which Sumerians made contact with Egypt.
- Compare and contrast Sumerian cuneiform and Egyptian hieroglyphics.
- Define "stimulus diffusion."
- Trace the development of the alphabet.
- Give examples of how trade brings about cultural diffusion.

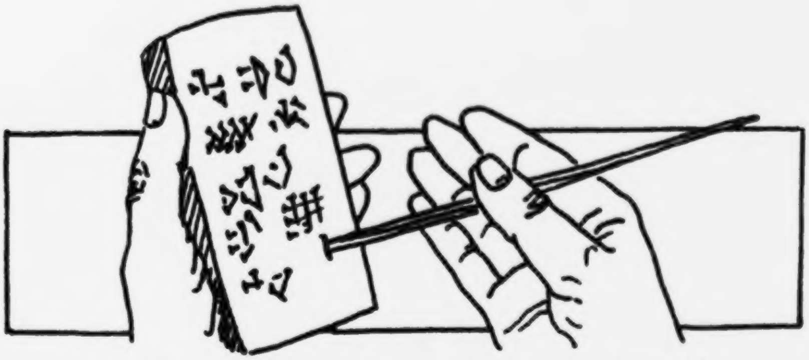
STRATEGY 1

- In the ancient world, Sumerians wrote about Gilgamesh, whom they considered a hero. Stories were told of the great powers of Gilgamesh. The Epic of Gilgamesh was one such story, written 5,000 years ago.
- Have students read excerpts from The Epic of Gilgamesh and The Old Testament (Worksheet 12) and ask the following questions:
  - Which elements in the two stores are similar?
  - How can you account for the similarities between the Epic of Gilgamesh, which originated in Mesopotamia, and the Old Testament, which came from the Hebrews in ancient Palestine?
  - Find evidence in the map (Worksheet 13) and clues in the excerpts that may account for the similarities.

STRATEGY 2

- Read or present a summary of the following selection to the class:

> Until 100 years ago, Egypt was believed to be the most ancient civilization in the world. Today not only do most experts agree that Sumerian civilization in Mesopotamia (see Worksheet 14) developed before Egyptian civilization, but there is clear evidence that Sumer influenced the earliest phases of culture in Egypt. In all probability, Sumerians sailed around the Arabian peninsula to trade their grain and cloth with Egyptians living in the narrow Nile valley.
>
> Not only did the Egyptians imitate Sumerian models, but they changed those models to fit their own needs. When the receiving civilization does not completely take over certain ideas and inventions but rather applies it to suit their own needs, it is called stimulus diffusion. Thus, when Sumerian traders reached the Nile River around 3,000 B.C., (see Worksheet 14), the Egyptians learned about cuneiform (the Sumerian writing system based upon characters imprinted on soft clay by a wedge-shaped stylus) but did not copy it in detail.



Cuneiform Characters Being Inscribed on a Clay Tablet With a Stylus

Instead of using clay tablets, Egyptians made strong sheets for writing out of papyrus (a plant that grows in the Nile valley) and developed a form of a picture writing called hieroglyphics. Although hieroglyphics differs from cuneiform, the Egyptians did learn from the Sumerians how to record sounds by breaking down abstract words into syllabic elements.

By profiting from the Sumerian experience, the Egyptians were able to do in a few years what had taken thousands of years in Mesopotamia.

. Questions for Discussion

- In what ways did Egypt benefit from its contacts with the Sumerians?
- How do you think the Egyptians learned about the concept of writing?
- What does "stimulus diffusion" mean? Give one example of stimulus diffusion.
- Since everything in Egypt had to be recorded, the job of the scribe was very important. Write a "want ad" listing the duties of a scribe and the many benefits attached to that position.
- See Worksheets 15 and 16 and answer the questions on each sheet.
- Give examples of how the United States has borrowed and adapted from other cultures.

• Answers to questions on Worksheet 15: (The) man (and) woman eat food.
(The cow drink(s) water.).

STRATEGY 3

. Distribute Worksheet 17 and engage students in the following exercises:

- Have students fill out the chart on Worksheet 17, "Weapons of War in Ancient Egypt".
- In what way did the Egyptians benefit from the Hyksos invasion?
- How were the Egyptians able to expel the Hyksos invaders after a period of 100 years?
- Do you think the Egyptians would have been able to conquer Palestine, Phoenicia and Syria before their contact with the Hyksos? Explain your answer.
- For a time, the Hittites (a people from Asia Minor) were able to rule the entire Fertile Crescent because they were the only ones to have iron weapons. Discuss whether you think power in the world today is based on superior weapons.

STRATEGY 4

. Have students read "The Silent People" and study "Phoenician Trade Routes" (Worksheet 18) .

. Questions for Discussion

- Why were the Phoenicians called the "silent people"?
- Why do you think they kept their trade routes secret? What were they afraid of?
- The Phoenicians were the great navigators of the ancient world and the first to use the North Star (also known as the "Phoenician Star") as a guide. Why did the Phoenicians find it necessary to look to the sky to guide their ships? What would happen to our astronauts if they were out in space with no instruments to guide them?
- Why did the Phoenicians set up colonies in North Africa and Spain (see map on Worksheet 18) ? How did these colonies help Phoenicia to trade with other lands?
- What was the difference between the Phoenician empire and other empires of the ancient world?

STRATEGY 5

. Distribute copies of Worksheet 19 . Have students answer the following questions:

- Give an example of how ideas in the ancient world traveled around the Mediterranean Sea.
- The Greek alphabet was based on the Phoenician alphabet (see Worksheet 20). The Phoenician alphabet was based on a picture-writing system much like Egyptian hieroglyphics. What connection do you see between these facts and the trade routes and colonies of the Phoenicians?
- A nineteenth-century British author named Thomas Carlyle wrote: "May blessings be upon...the Phoenicians, or whoever invented books." Why do you think Carlyle suggested that the Phoenicians might have invented books?

STRATEGY 6

. Ask students to examine Worksheet 20, "Derivation of the Alphabet," and Worksheet 21, "The Spread of the Alphabet." Questions for discussion:

- How does this data help to explain the concept of cultural diffusion?
- How were the Phoenicians able to spread their alphabet to other civilizations?
- What advantages does alphabetic writing have over hieroglyphic writing?
- Trace the development and origins of our alphabet.

STRATEGY 7

· Distribute copies of Worksheet 22, "Early Trade Routes," and ask the following questions:

- Why was the Middle East important in trade with Europe and Asia?
- Why do you suppose there was so little trade with Australia, southern Africa, and northern Asia?
- What were the advantages and disadvantages of the overland route? Of the route by sea?
- Which three products listed on Worksheet 22 do you think were most important to people in the eighth century? Explain. Which three products on the list do you consider most valuable today? Why?

STRATEGY 8

. On an overhead projector, display a copy of "The Spread of Civilization in the Ancient World" (Worksheet 23).

· Examine the contacts between peoples of the ancient world on map. Ask the class for some reasons for people moving into another land.

. If students have difficulty answering this, ask how many members of the class were born in other countries, and the reasons for leaving their native land. Ask students to give historical examples for the movement of peoples under the following categories: trade, war, and migration.

FROM THE EPIC OF GILGAMESH

For six days and six nights the winds blew, torrent and tempest and flood overwhelmed the world, tempest and flood raged together like warring hosts. When the seventh day dawned the storm from the south subsided, the sea grew calm, the flood was stilled; I looked at the face of the world and there was silence, all mankind was turned to clay.

The surface of the sea stretched as flat as a roof-top; I opened a hatch and the light fell on my face. Then I bowed low, I sat down and I wept, the tears streamed down my face for on every side was the waste of water. I looked for land in vain, but fourteen leagues distant there appeared a mountain, and there the boat grounded; on the mountain of Nisir the boat held fast and did not budge.

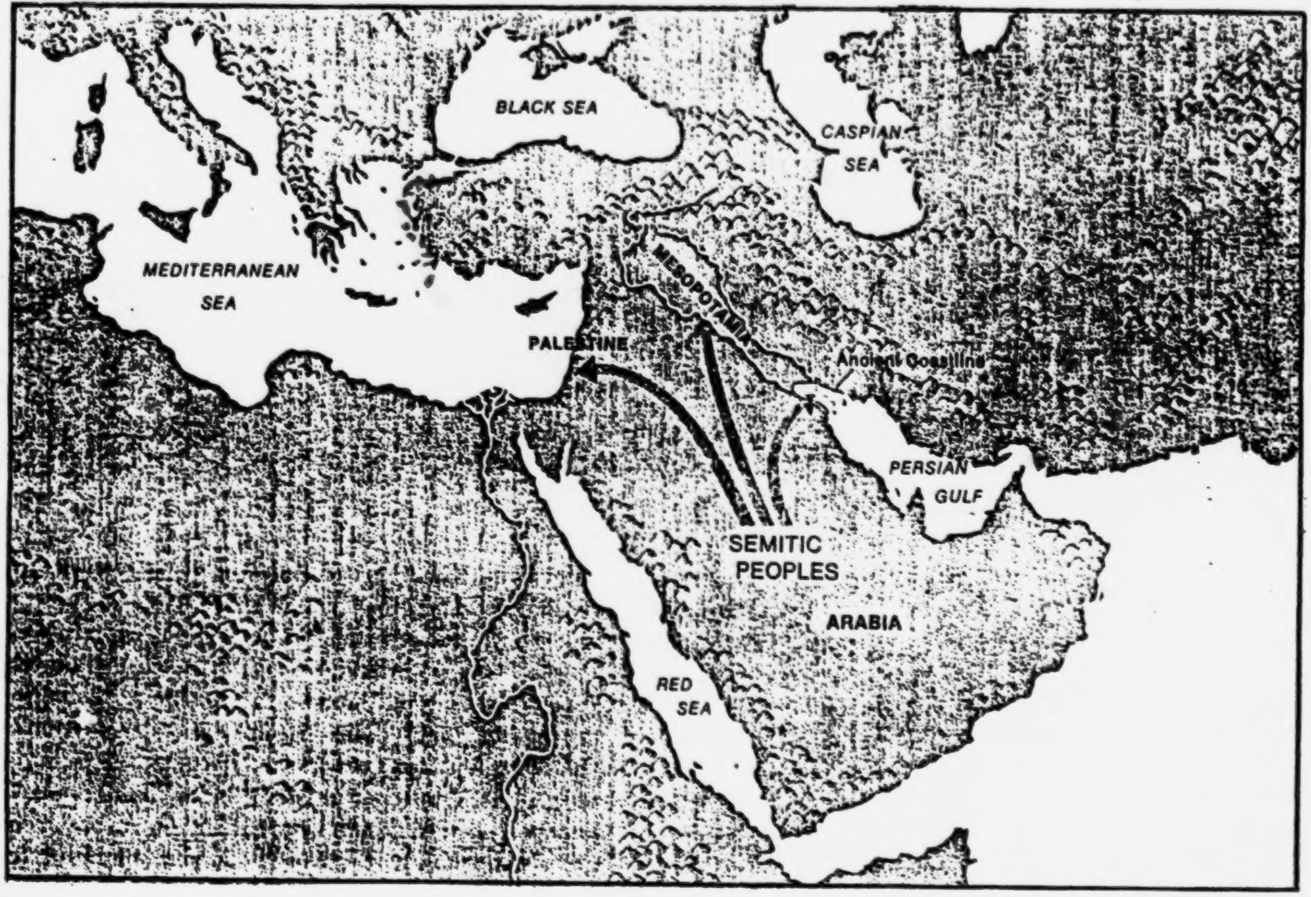
One day she held, and a second day on the mountain of Nisir she held fast and did not budge. A third day, and a fourth day she held fast on the mountain and did not budge; a fifth day and a sixth day she held fast on the mountain. When the seventh day dawned I loosed a dove and let her go. She flew away, but finding no resting place she returned. Then I loosed a raven, she saw that the waters had retreated, she ate, she floew around, she cawed, and she did not come back. Then I threw everything open to the four winds, I made a sacrifice and poured out a libation on the mountain top....

FROM THE OLD TESTAMENT

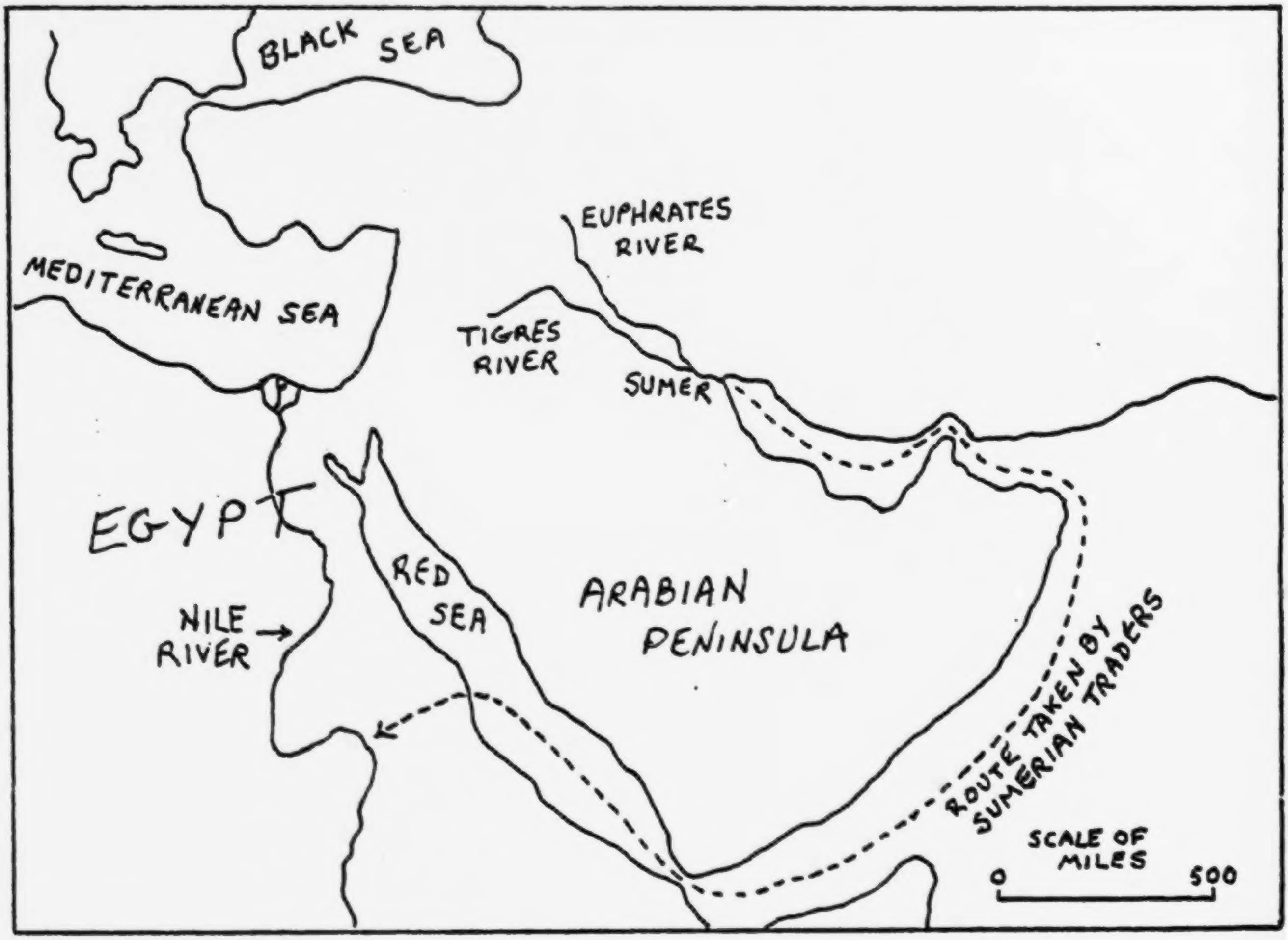
The flood continued forty days upon the earth; and the waters increased, and bore up the ark, and it rose high above the earth. The waters prevailed and increased greatly upon the earth; and the ark floated on the face of the waters. And the waters prevailed so mightily upon the earth that all the high mountains under the whole heaven were covered....And all flesh died that moved upon the earth.... Only Noah was left, and those that were with him in the ark. And the waters prevailed upon the earth a hundred and fifty days.

But God remembered Noah and all the beasts and all the cattle that were with him in the ark. And God made a wind blow over the earth, and the waters subsided; the fountains of the deep and the windows of the heavens were restrained, and the waters receded from the earth continually. At the end of a hundred and fifty days the waters had abated; and in the seventh month, on the seventeenth day of the month, the ark came to rest upon the mountains of Ararat....

At the end of forty days Noah opened the window of the ark....Then he set forth a dove from him, to see if the waters had subsided from the face of the ground; but the dove found no place to set her foot, and she returned....He waited another seven days, and again he sent forth the dove out of the ark; and the dove came back to him....

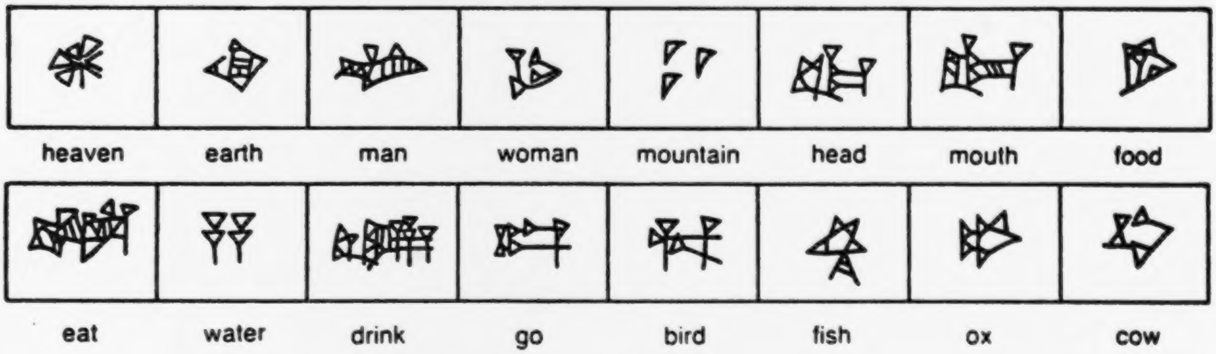

BLACK SEA
CASPIAN SEA
MEDITERRANEAN SEA
MESOPOTAMIA
PALESTINE
Ancient Coastline
PERSIAN GULF
SEMITIC PEOPLES
ARABIA
RED SEA

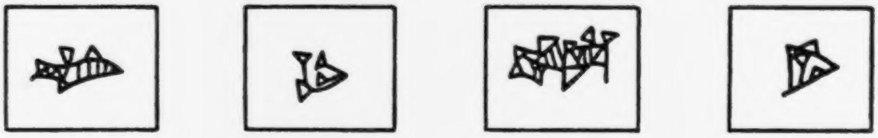
*(Source for map -
Jones, Tom B., Inquiries Into the Living Past: First Cities,
NY: MacMillan, 1975, p.25)

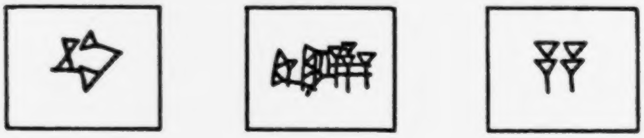

BLACK SEA
MEDITERRANEAN SEA
EUPHRATES RIVER
TIGRES RIVER
SUMER
EGYPT
RED SEA
ARABIAN PENINSULA
NILE RIVER
ROUTE TAKEN BY SUMERIAN TRADERS
SCALE OF MILES
0
500

Decoding Cuneiform

You may remember that the Sumerian form of writing is called *cuneiform*. On this page is a chart with some cuneiform symbols and their meanings. Use the chart to decode the messages that follow.


heaven
earth
man
woman
mountain
head
mouth
food
eat
water
drink
go
bird
fish
ox
cow





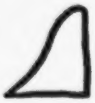
Use the cuneiform symbols to make up your own message: ____

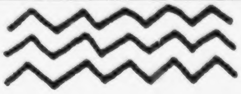
Source: Weisman, Jay L., Cultures: Teacher's Annotated Edition, American Book Co., N.Y., 1979, p. 25.

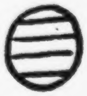
EGYPTIAN HIEROGLYPHICS

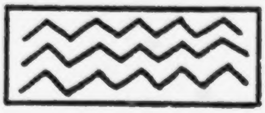
The Egyptians introduced the idea of writing information in the picture form of hieroglyphics. The picture writing of ancient Egypt is similar to English. Both languages are based on an alphabet. Each system of writing had symbols to represent ideas in a short way.

AT FIRST EACH HIEROGLYPH STOOD FOR A WHOLE WORD OR IDEA

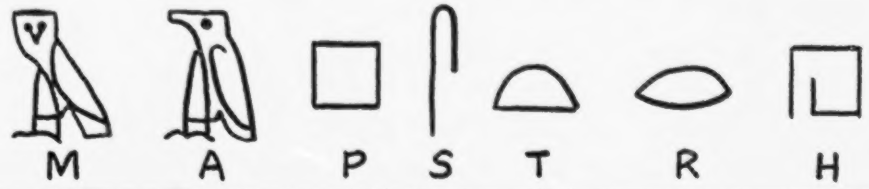

= hill


= water

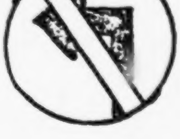

= shallow hole


= lake

THEN PICTURES WERE USED TO REPRESENT THE SOUND OF WORDS

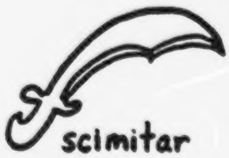


INTERNATIONAL ROAD SIGNS AS MODERN DAY HIEROGLYPHICS

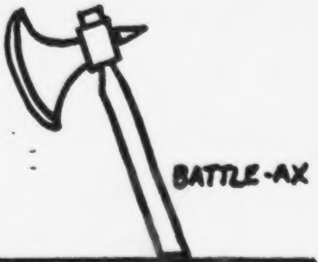


① How are the international road signs that are now used like the hieroglyphics the Egyptians used?

② Draw six modern international road signs.



WEAPONS OF WAR IN ANCIENT EGYPT



OLD KINGDOM (c. B.C.E.)	MIDDLE KINGDOM (c. B.C.E.)	NEW KINGDOM (c. B.C.E.)

During the period of the Old Kingdom (2700-2200 B.C.) the Egyptians were not very advanced in the arts of warfare. Their main weapons consisted of battle axes, lances, bows and arrows, and wooden clubs used to throw at the enemy (throwsticks).

Although their weapons improved by the period of the Middle Kingdom (2200-1800), the Egyptian army was not well-equipped for warfare. They fought almost nude, carrying with them heavy, oversized shields made of stretched skin over a wooden frame. At this time, soldiers depended upon spears and broad daggers in combat.

At the end of the Middle Kingdom, Egypt was invaded by a war-like people from western Asia called the Hyksos. The Hyksos easily conquered the Egyptians using horse-drawn chariots and weapons made of bronze which were superior to the earlier weapons made of copper. They also used weapons that had been developed in Asia, such as the scimitar, body armor, and powerful bows made of wood and horn.

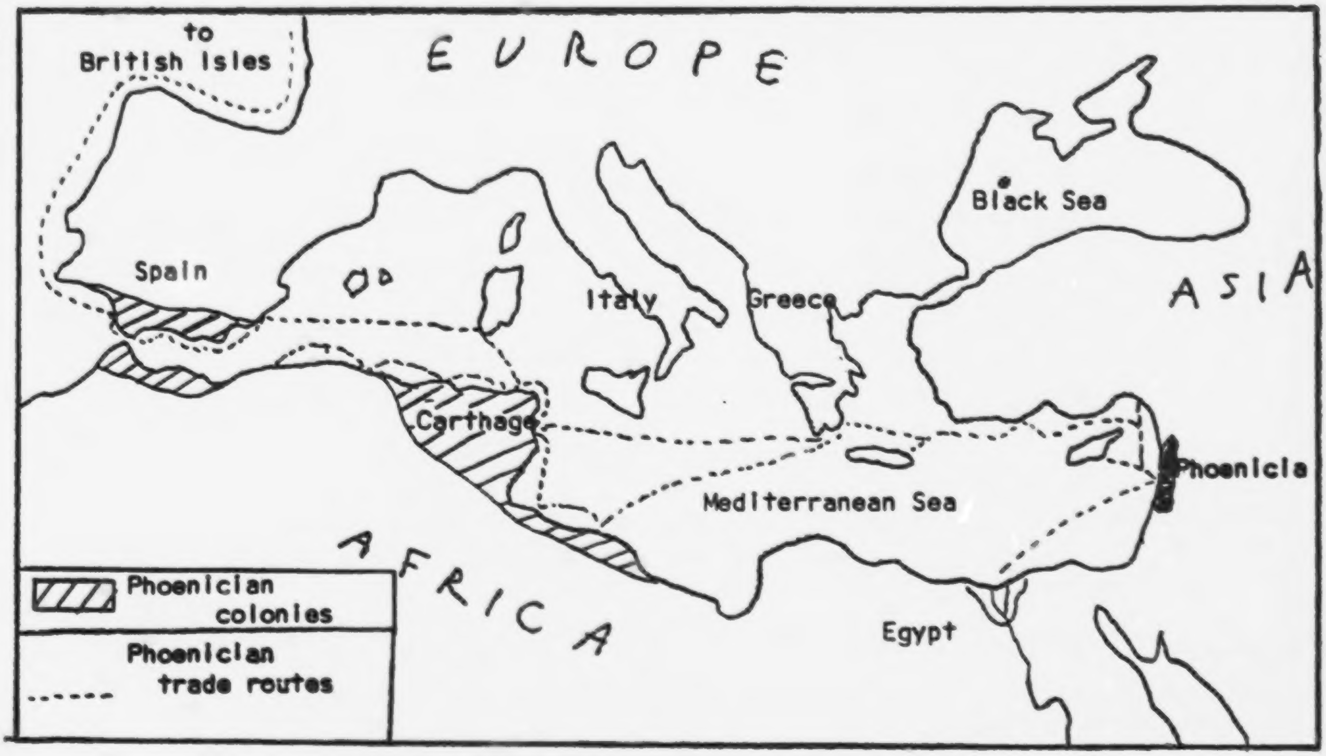
After being ruled by the Hyksos for 100 years, the Egyptians adopted the weapons of their conquerors and were able to defeat the Hyksos and drive them out. During the New Kingdom (1570-1085) the Egyptians used these new weapons to conquer an empire that included Palestine, Phoenicia, and Syria, up to the Euphrates River.

The Silent People

Probably the greatest traders of the ancient world were the Phoenicians. They lived in the land of Canaan, on the eastern shore of the Mediterranean. They had come north from the Arabian desert and had built a civilization there on the edge of the sea. They learned to sail at night, by the stars. They sailed around the Mediterranean world, carrying their beautiful glass, their woolen cloth dyed a deep purple, carved ivory, and furniture.

Some Phoenician coins have been found in England. If the Phoenicians took the coins there themselves, they must have sailed out onto the rough Atlantic Ocean. What did they bring back in their ships? If they went to the British Isles, they probably brought back tin. From ports in the Mediterranean, they got wine, oil, cedar, fine linen, and precious stones.

The Phoenicians were called the "silent people," because they kept their trade routes secret. The Phoenician cities grew very rich from trade. They sent out people to settle and to set up colonies around the Mediterranean. A *colony* is a place in one land that is ruled by the government of another land. From each colony, the Phoenicians got the best materials, the greatest skills. The Phoenician colony of Carthage, in North Africa, became a great trading city. The "empire" of the Phoenicians was not an empire of the sword, but of trade.



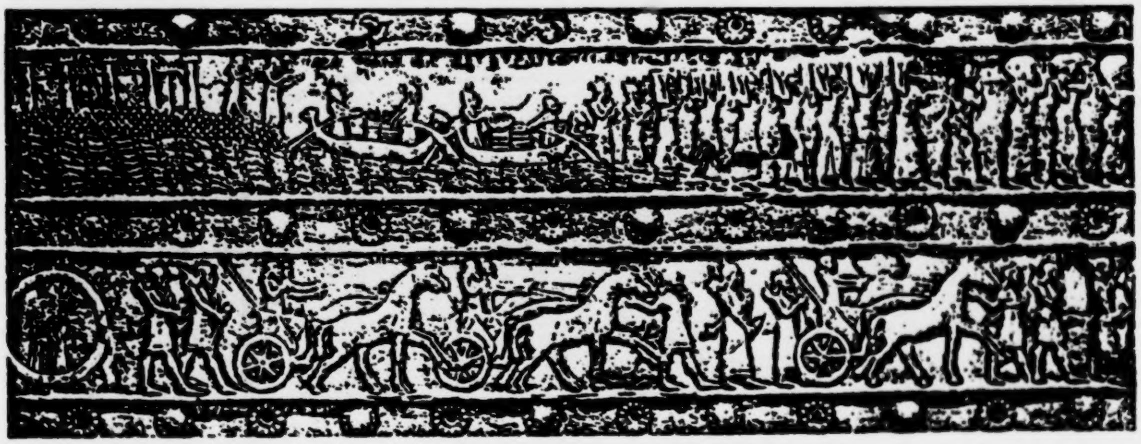
PHOENICIAN TRADE ROUTES, 750-500 B.C.

Source: Marian Marvin, et al., The Human Adventure, Menlo Park, California: Addison-Wesley Pub. Co., 1976, p. 112.

Trade routes carry more than trade goods. They also carry ideas. Ideas traveled along the rivers of the ancient world. They traveled around the Mediterranean Sea as well. And the Phoenician ships carried even more than ideas. They carried a way to spread ideas.

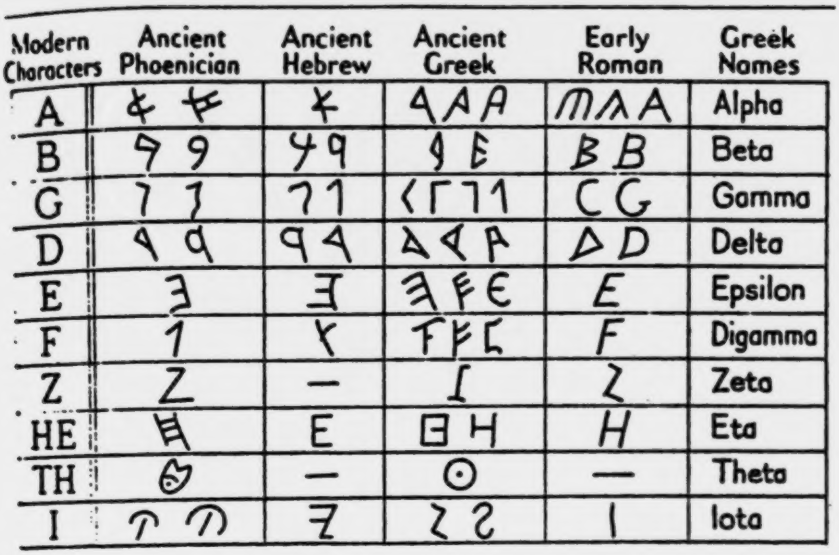
The Phoenicians spoke a language something like Hebrew--the language of their neighbors, the Israelites. They learned to use a system of picture writing. Later, they created an alphabet, with characters that stood for sounds. The Phoenician alphabet had 22 letters--all consonants. The vowels were just left out. Here is an example of an English sentence that uses only consonants: Phncn trdrs wnt t Crthg wth clth nd glss. The vowel sounds could be figured out.

The Phoenicians were not the first to use an alphabet. But they spread the idea around. The ancient Greeks based their alphabet on the Phoenician alphabet, and added vowels. Most Western alphabets that are used today--including the one used for English--have come from the Greek alphabet.

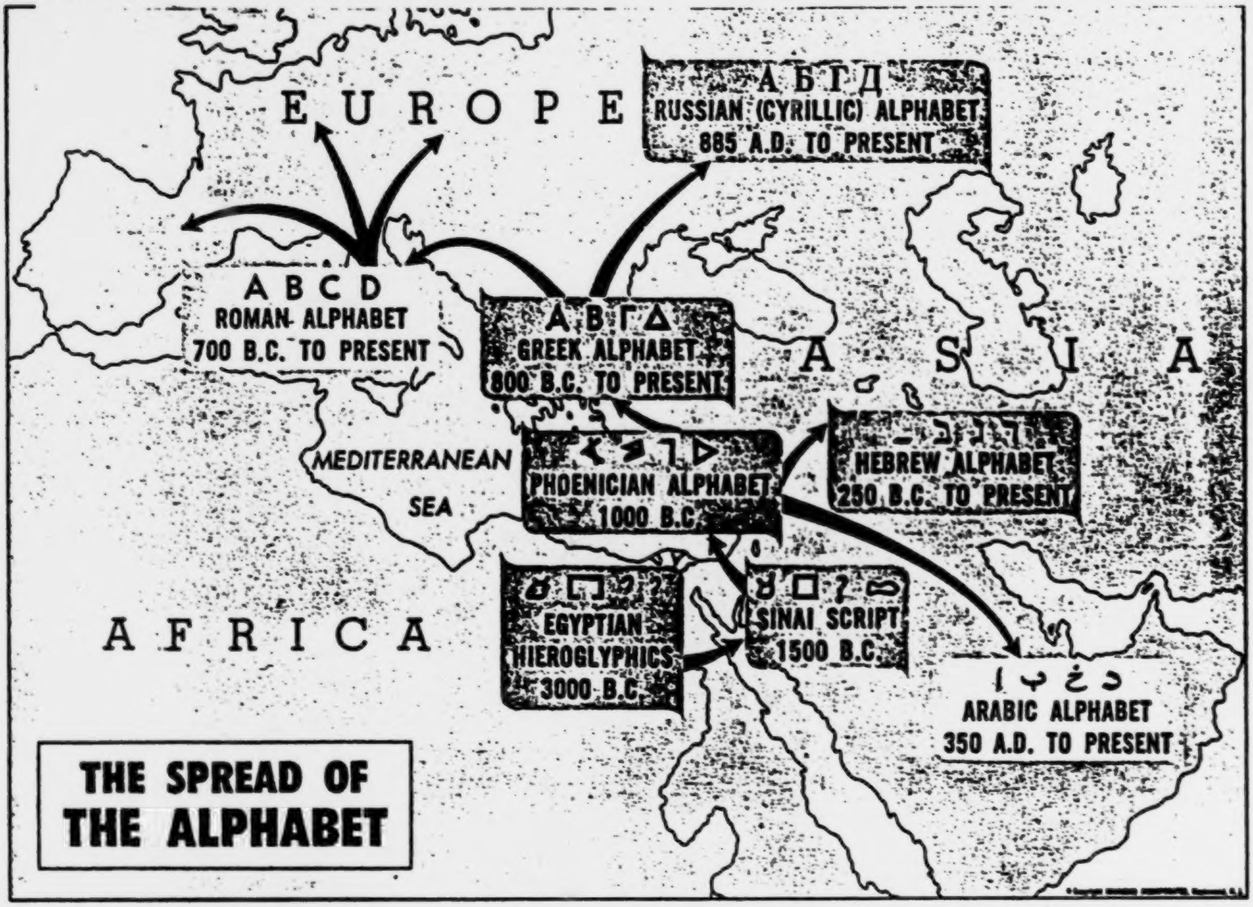


Source: Mariah Marvin, et al., The Human Adventure, Menlo Park, California: Addison-Wesley Publishing Co., 1976, pp. 112-113.

DERIVATION OF THE ALPHABET

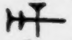

Modern Characters
Ancient Phoenician
Ancient Hebrew
Ancient Greek
Early Roman
Greek Names
A
Alpha
B
Beta
G
Gamma
D
Delta
E
Epsilon
F
Digamma
Z
Zeta
HE
Eta
TH
Theta
I
Iota

Source: F. Kenneth Cox, et al., Human Heritage: A World History, Columbus, Ohio: Charles E. Merrill Publishing Co., 1981, p.95.


EUROPE
А Б Г Д
RUSSIAN (CYRILLIC) ALPHABET
885 A.D. TO PRESENT
A B C D
ROMAN ALPHABET
700 B.C. TO PRESENT
A B Γ Δ
GREEK ALPHABET
800 B.C. TO PRESENT
ASIA
MEDITERRANEAN SEA
PHOENICIAN ALPHABET
1000 B.C.
HEBREW ALPHABET
250 B.C. TO PRESENT
EGYPTIAN HIEROGLYPHICS
3000 B.C.
SINAI SCRIPT
1500 B.C.
AFRICA
ARABIC ALPHABET
350 A.D. TO PRESENT
THE SPREAD OF THE ALPHABET

Writing and the Alphabet

Writing is one sign of civilization. It shows that people had become advanced enough to need records of such things as trade agreements and laws. Writing also enabled people to record their own history. They were no longer *prehistoric,* which means "before written history."

The earliest written records are over 5,000 years old. They are clay tablets from a civilization called Sumer, in the Tigris-Euphrates Valley. (See the map opposite.) Sumerians used symbols like this  . Ancient Egyptians also developed a way of writing very early. The map above shows how it looked.

But neither Sumerians nor Egyptians had an alphabet. Their symbols stood for ideas or for words and syllables. An alphabet uses symbols to stand for speech sounds. The sounds are put together to spell out a word. An alphabet enables people to make writing closer to spoken language.

The idea of alphabetic writing was first developed by peoples living in and around Palestine. Among them were the Phoenicians, who lived in the area of present-day Lebanon.

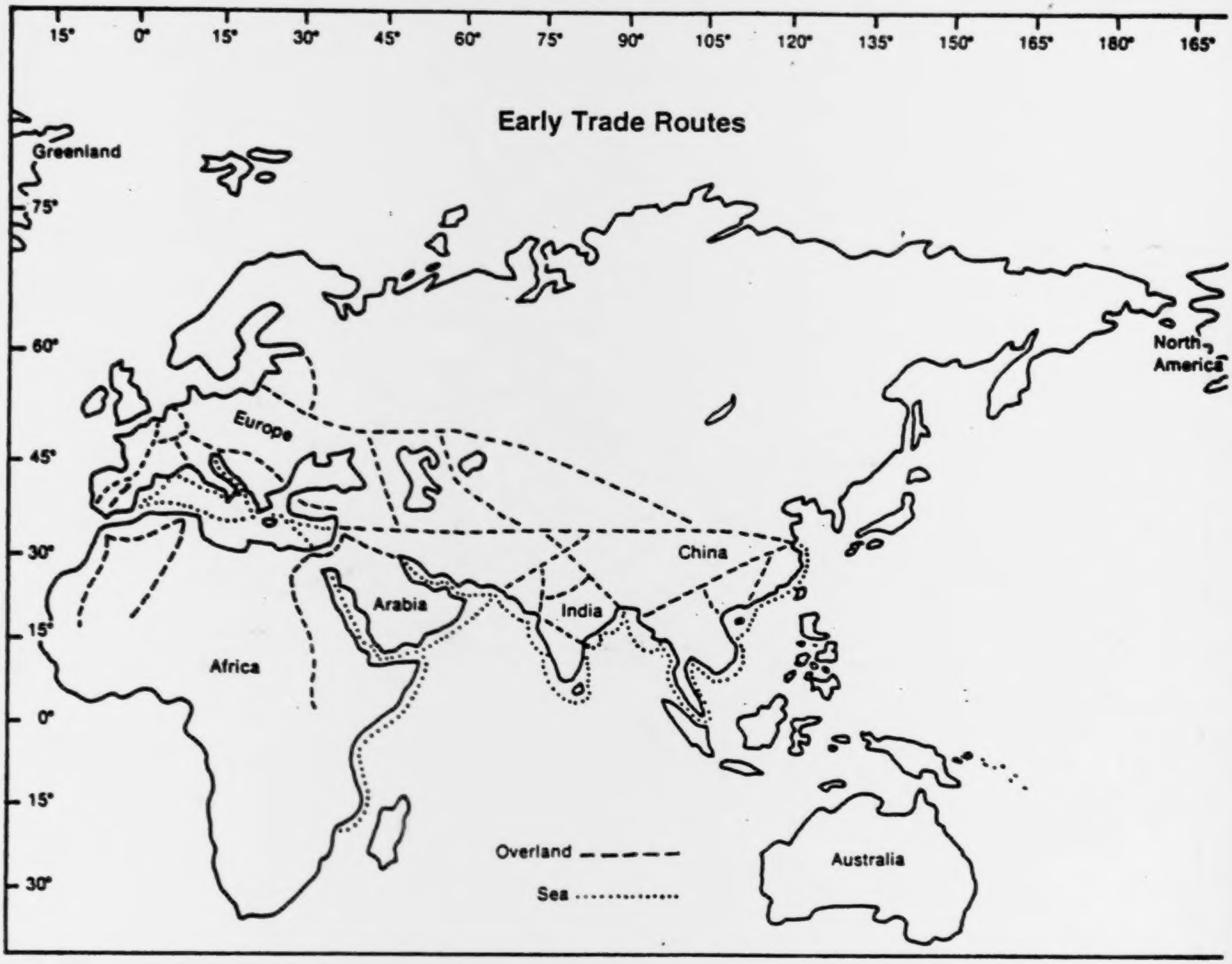
The Phoenicians were great traders. They spread their alphabet wherever they went. The map above shows how different peoples changed the alphabet to suit their own languages.

Among those who adopted the Phoenician alphabet, and changed it, were the Greeks. The word *alphabet* comes from the first two letters of the Greek alphabet, "alpha" and "beta."

The Greeks passed their alphabet on to Italy. There the Romans adopted it, made more changes, and spread it to other European lands they conquered. From Europe it came to America.

Cyrillic letters were a late invention, based on the Greek alphabet. The Cyrillic alphabet is used in Russia and parts of Eastern Europe.

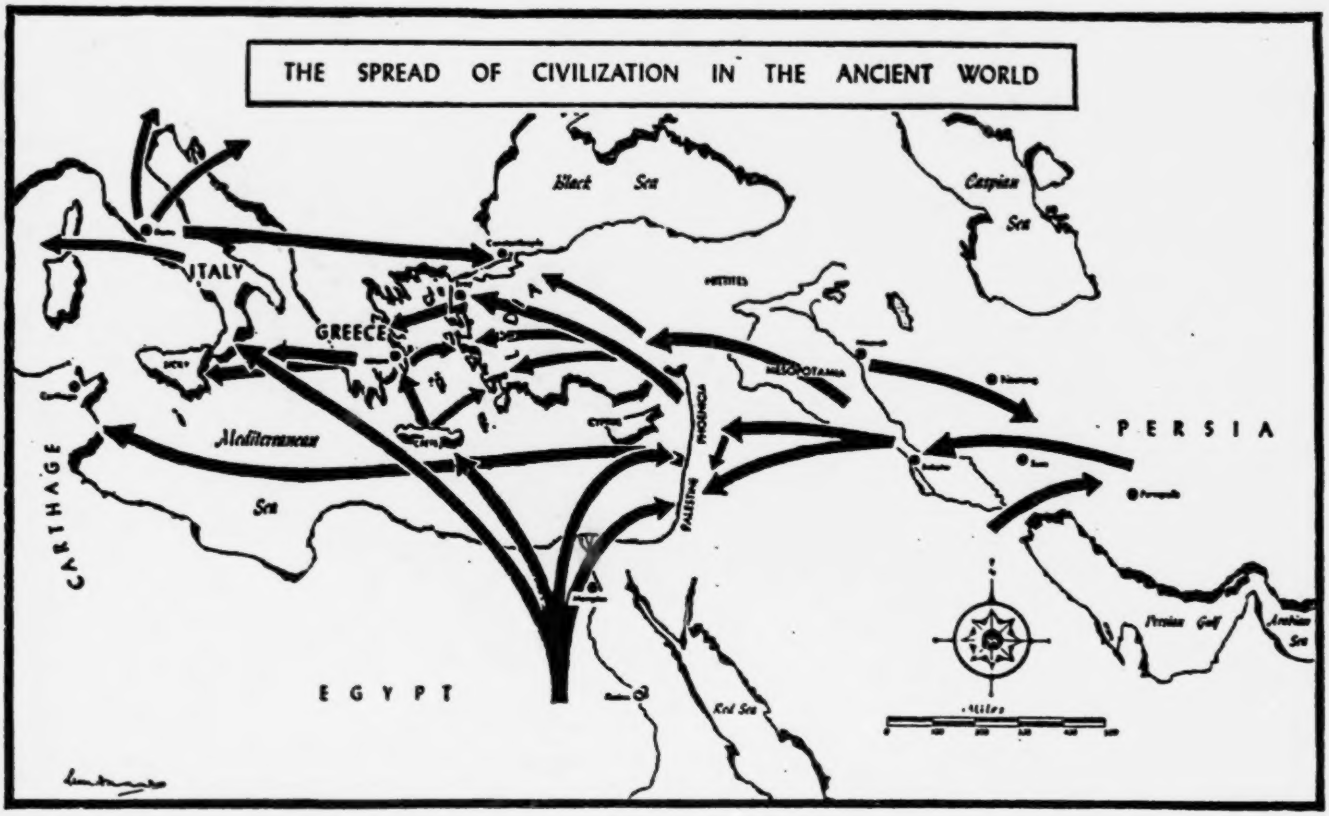
Source: Hammond, My First World History Atlas, Hammond, Inc., 1979, p. 9.


Early Trade Routes
15°
0°
15°
30°
45°
60°
75°
90°
105°
120°
135°
150°
165°
180°
165°
75°
60°
45°
30°
15°
0°
15°
30°
Greenland
Europe
Africa
Arabia
India
China
North America
Australia
Overland
Sea

Sources of Commodities in the Eighth Century

Ambergris	East Africa [Kenya]
Camels	Mongolia
Clove	Moluccas
Cotton	Central Asia
Dill	Sumatra
Drugs	Central India
Elephants	Champa [southern Vietnam] and the Malay Peninsula
Gems	Champa [southern Vietnam]
Glass	Syria
Gold	Annam [northern Vietnam]
Ivory	Annam [northern Vietnam] and East Africa [Kenya]
Incense	Arabia [Saudi Arabia]
Jade	Central Asia
Jasmine	Central India
Metals	Egypt
Nutmeg	Moluccas
Peach trees	Persia [Iran]
Pepper	Southern India and Sumatra
Porcelain	China
Rhinoceros horns	Champa [southern Vietnam]
Rubies	Ceylon [Sri Lanka]
Rugs	Persia [Iran]
Sandalwood	Central India, Malay Peninsula, and Sumatra
Silks	China
Silver	Annam [northern Vietnam]
Slaves	Malay Peninsula
Woven goods	Egypt and Syria

Table adapted from *Ancient China*, by Edward H. Schafer and the Editors of Time Life Books (New York, 1967), p. 168, and other sources.



THE SPREAD OF CIVILIZATION IN THE ANCIENT WORLD

Black Sea
Caspian Sea
ITALY
GREECE
SICILY
HITTITES
MESOPOTAMIA
PERSIA
CYPRUS
Crete
Mediterranean Sea
CARTHAGE
PHOENICIA
PALESTINE
EGYPT
Red Sea
Persian Gulf
Arabian Sea
Miles

SUB-THEME: *THE VALUES OF A PEOPLE ARE REFLECTED IN THE LAWS WHICH GOVERN ITS SOCIETY*

LEARNING ACTIVITY 4

RATIONALE

The principles embodied in both the Law Code of Hammurabi and the Ten Commandments have served as the basis for legal systems throughout the world. The Law Code of Hammurabi and the Ten Commandments addressed similar problems facing their respective societies. The principles embodied in each set of laws have had universal application.

PERFORMANCE OBJECTIVES

Students will be able to:

- State the most important provisions contained in the Ten Commandments and in Hammurabi's Code.
- Identify those parts of the Ten Commandments which have influenced laws in American society today.
- Explain how written laws help to regulate a complex society.
- Compare and contrast the principles contained in the Ten Commandments with those in Hammurabi's Code.
- Explain the impact of the ancient Hebrews on Western civilization.

STRATEGY 1

- Read or present a summary of the following passage to the class:

> According to accounts written in the Old Testament, "Moses received the Law (Torah) from God on Mt. Sinai. He transferred it to Joshua who passed it along to the elders and the judges..." ("Ethics of the Fathers" 1:1). Jews believed that Law came directly from God, and all their people were therefore subject to it. Each generation passed it down to the generation that followed. One of the universal parts of Jewish law that had a great influence on Western civilization is the Ten Commandments. The Ten Commandments provided Western civilization with a new set of values based upon the Jewish tradition of human dignity.

- Jewish law states that:
  - No man is considered above the law.
  - All men are equal before God.
  - Each individual is significant.
  - Each individual, rich or poor, ruler or subject, possesses a certain dignity before God.

These principles have been embraced by Christianity and other religions.

- Distribute Worksheet 24 and use the questions on it for discussion or writing. As a summary question ask students to write why they think the Ten Commandments have survived for over 3,000 years.

Strategy 2

- Present students with the following information:

  Hammurabi was the most famous king of Babylon. He became king about 1750 B.C., and during his 42-year reign he captured many cities and created a great empire. Each city had its own laws and its own system of punishing criminals. Hammurabi decided that all laws should be the same for everyone living in the Babylonian Empire. He then borrowed a law code from a Sumerian king (Ur-Nammu) who had lived 300 years earlier, and had it inscribed on clay tablets. These laws became known as the Code of Hammurabi (see Worksheet 25).

- Have students answer the following questions:
  - What does this code of laws tell you about Babylonian society? Would you want to live in this society?
  - Why was it important that all the cities of Hammurabi's empire have the same laws?
  - Do you think it makes any difference whether laws are written down or not? What might the difference be? How do you think these matters were settled before there were written laws?
  - Are these laws severe? Are severe laws more likely to prevent crimes? Explain your answer.
  - How do these laws show that the role of government increases as ways of life develop and become more complex?
  - What examples can you see in these laws that show that not all people were treated as equals? Is this fair? Can you think of any cases where laws today do not apply equally to all people?

- Have students plot each law in Hammurabi's Code on this Fair-Unfair continuum.

- Ask students to copy the following:

  fair . . . unfair
  1 2 3 4 5

- Have students debate the following:

  Resolved: "The United States should adopt
  a legal code based upon the principles
  contained in Hammurabi's Code."

Special Reports:

- Find out what laws we have on kidnapping.
- Look up the crimes for which states still have capital punishment.

STRATEGY 3

- Read or present a summary of the following selection to the class:

> "The Jewish code of laws included the Ten Commandments and a body of law...called Mosaic law (named after Moses). This code is often compared with the code of Hammurabi. Mosaic law, like the code of Hammurabi, demanded 'an eye for an eye,' but it set a much higher value on human life. Jewish law also accepted slavery, for it was the custom of the ancient world. However, Jewish law demanded kindness for slaves. For example, it provided for the granting of freedom to slaves within seven years. Hammurabi's code, on the other hand, punished a slave more severely than a freeman for the same crime. Jewish laws required, as Babylonian laws did not, kindness to the poor and to strangers.
>
> The Jews were the first people to express a belief in one God (monotheism)--a God who was just, kind, merciful, loving and forgiving. He was righteous and He demanded righteous conduct of man.
>
> Because of its emphasis on proper conduct (ethics) the Jewish form of monotheism is called ethical monotheism. It is the supreme gift of the Hebrews to Western civilization. It is not an invention or a discovery to make life easier. It is a great, noble and powerful idea. No other idea has so strongly influenced Western civilization."*

. Questions for discussion:

  - Compare Hammurabi's code to Jewish law as seen in the Ten Commandments and Mosaic law. How are they similar? How are they different?
  - Which system of law would you prefer to live under? Explain your answer.
  - Why is Judaism described as an "ethical" religion?
  - What does the author of the paragraph mean when he states ethical monotheism "is the supreme gift of the Hebrews to Western civilization"? What other societies can you name that have been influenced by "ethical monotheism"?
  - The Phoenician bronze relief (on Worksheet 19) was ordered by a ninth-century Assyrian emperor a few years after his armies had conquered the Phoenician cities. The bottom panel shows Assyrian soldiers. The top panel shows the Phoenicians. What do you suppose the Phoenicians are doing? What does this picture tell us about Phoenician society?

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*Adapted from Anatole G. Mazour and John M. Peoples, Men and Nations, 3rd ed., N.Y.: Harcourt Brace Jovanovich, 1975, pp. 55-56.

THE TEN COMMANDMENTS

1. I am God, your Lord, who brought you out of Egypt, from the place of slavery.
2. Do not have any other gods before Me. Do not represent such false gods by any carved statue or picture of anything in the heaven above, on the earth below, or in the water below the land. Do not bow down to such gods or worship them.
3. Do not take the name of God, your Lord, in vain.
4. Remember the Sabbath day to keep it holy. You may work during the six weekdays and do all your tasks. But the seventh day is the Sabbath to God, your Lord; do not do anything that is considered work.
5. Honor your father and your mother. Then you will live long on the land that God, your Lord, is giving you.
6. Do not murder.
7. Do not commit adultery.
8. Do not steal.
9. Do not speak up as a false witness against your neighbor.
10. Do not be envious of your neighbor's house. Do not be envious of your neighbor's wife, his slave, his maid, his ox, his donkey, or anything else that is your neighbor's.

. Questions for Discussion:

- Our week has seven days and many people keep a Sabbath one day a week. Moslems respect Friday as the day of rest, whereas Jews regard Saturday as their Sabbath and for Christians Sunday is their day of rest. What are the advantages and disadvantages of keeping a day of rest? What impact has the keeping of a Sabbath had upon our lifestyles?
- Which three Commandments do you regard as most important? Which three do you consider least important? Be prepared to defend your answer.
- How have these Commandments influenced your life today?
- Make a list of the societal problems which the Ten Commandments address.

THE CODE OF HAMMURABI

If a man has committed perjury (lied) in a trial, or has not proved the statement that he has made, if that case involves a capital crime (punishable by death) that man shall be put to death.

If a man has stolen goods from a temple, or house, he shall be put to death; and he that has received the stolen property from him shall be put to death.

If a man has stolen a child, he shall be put to death.

If a man has broken into a house he shall be killed before the breach (opening) and buried there.

If a man has committed highway robbery and has been caught, that man shall be put to death.

If the highwayman has not been caught, the man that has been robbed shall state on oath what he has lost and the city or district governor in whose territory or district the robbery took place shall restore to him what he has lost.

If a man has neglected to strengthen his dike and has not kept his dike strong, and a breach has broken out in his dike, and the waters have flooded the meadow, the man in whose dike the breach has broken out shall restore the corn he has caused to be lost.

If a merchant has given to an agent corn, wool, oil, or any sort of goods, to traffic (trade) with, the agent shall write down the money value, and shall return that to the merchant. The agent shall then take a sealed receipt for the money that he has given to the merchant.

If the agent forgets and has not taken a sealed receipt for the money he gave to the merchant, money that has not been acknowledged by receipt shall not be put down in the accounts.

If a son has struck his father, his hands shall be cut off.

If a man has destroyed the eye of a member of the aristocracy, they shall destroy his eye.

If he has broken the limb of a member of the aristocracy, his limb shall be broken.

If he has destroyed the eye of a commoner or has broken the limb of a commoner, he shall pay one mina of silver.

If he has destroyed the eye of a slave, or broken the limb of a slave, he shall pay half his value.

If a builder has built a house for a man, and has not made his work sound, and the house he has built has fallen, and caused the death of its owner, that builder shall be put to death.

If it is the owner's son that is killed, the builder's son shall be put to death.

If a man has hired a field laborer, he shall pay him eight gur of corn yearly.

--C.H.W. Johns, Babylonian and Assyrian Laws, Contracts and Letters. New York: Charles Scribner's Sons, 1904, p. 44 ff.

SUB-THEME: *ISLAM IS BASED, IN PART, ON JEWISH AND CHRISTIAN ANTECEDENTS*

LEARNING ACTIVITY 5

RATIONALE

One of the clearest examples of cultural diffusion is manifested by the Jewish and Christian influence upon the religion of Islam.

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain how the beliefs of Islam are, in part, results of cultural diffusion.
- State five basic ideas found in Islam and show how they were influenced by earlier Jewish and Christian customs.
- Describe the influence of geography on the Islamic religion.

STRATEGY 1

- Distribute copies of Worksheet 26 and have students answer the following questions:
  - How does the Islamic concept of "Heaven and Hell" compare with similar ideas in Judaism and Christianity?
  - In what way is Islam a religion suited for people living in the desert?
  - Islam was the last of three great religions to be born in the Middle East. In what ways is it similar to
    a) Judaism b) Christianity?
- Students can then research the tenets of Islam and illustrate how it differs from Judaism and Christianity.

STRATEGY 2

- On an overhead projector, present the chart, "Five Pillars of the Islamic Faith" (Worksheet 27).
  - How does the information on this chart illustrate the concept of cultural diffusion?
  - Which concepts are most similar? Most different?
- The Middle East has been the birthplace of three great religions. This region has also been the battlefield of the Crusades, the Arab-Israeli dispute, and the current upheaval in Lebanon. Students can research to what degree religion has been a contributing factor in those conflicts.

STRATEGY 3

Project Worksheet 28 on a screen, and ask students to answer the questions appearing on the cartoon, "The Man Who Came to Dinner."

JUDAISM, CHRISTIANITY, AND ISLAM: THREE RELIGIONS OF THE MIDDLE EAST

One of the most important parts of the development of peoples and societies is cultural diffusion. Cultural diffusion most often happens where people from different backgrounds meet. During the sixth and seven centuries, the Arabian Peninsula was such a place. Some Jews and Christians lived in Arabia; other Jews and Christians traveled through Arabia in caravans carrying spices and other products from India to the Middle East and Europe. These people often discussed their ideas with the pagan Arabs living in the Arabian Peninsula.

For several years Mohammed the Prophet of Islam worked on caravans and traveled throughout Arabia. During his travels Mohammed met many Christians and Jews, and his Islamic revelations included many ideas which are found in Christianity and Judaism.

"There is no God but Allah and Mohammed is His prophet." This is the heart of Islam--the religion begun by Mohammed. Believers are called Muslims or Moslems--"followers of Allah." Allah is simply the Arabic word for God.

Mohammed thought of himself as God's messenger--not as God. He believed that Abraham, Moses, and Jesus were also messengers of God, or prophets. Mohammed preached that he was the last of many prophets.

Many Islamic concepts originated in the Old Testament of the Jews and the New Testament of the Christians. "Islam" itself comes from the verb, aslamā, which in the Old Testament expresses the attempted sacrifice of Isaac by his father, Abraham, in an act of submission to God. "Muslim" means "one who submits."

Traditional religions have clearly stated ideas of reward and punishment. Judaism and Christianity emphasize the thought that "this world is a corridor before the world to come," and that all who sin will be punished in this world or the next.

Islam was a religion preached in Arabic and tailor-made for the Arabs of the desert. The Arab feared nothing more than dying of thirst in the desert heat. To him Mohammed described Hell:

> The damned shall be given the (burning) fruit of the tree of zaqqam and they shall be forced to drink boiling water which burns their insides.

In an opposite way, the righteous shall have their own reward:

> They shall have a special place (in Heaven with delicious) fruits; they shall be in the gardens of pleasure (resting) on couches opposite one another; a cup shall be brought to them filled with delicious drink; all who sip it will find delight.

In harmony with Judaism and Christianity, the Islamic concept of God describes Him in universal, monotheistic terms:

> God is eternal, without beginning and without end; there is nothing else like Him...He has created...no one can question what He does...He has willed all that exists, both good and bad,

useful and harmful. Right is right and wrong is wrong, because God has willed it so.

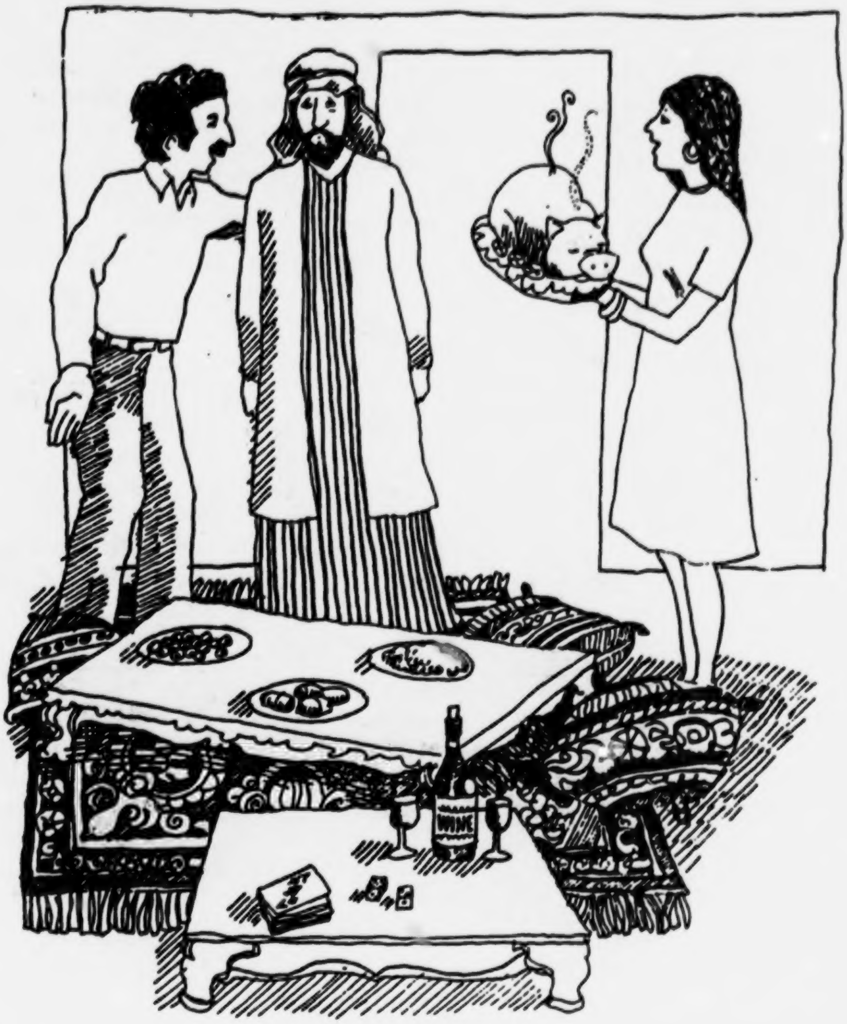
Christianity and Judaism influenced Islam in other ways. The Jewish legal code regulating diet and behavior was incorporated into Islamic religious doctrine; however, Jewish and Muslim dietary laws differed somewhat. For example, both religions forbid eating pork, whereas camel meat, an Arab staple, was forbidden to Jews but not to Muslims. From Christianity, Islam adopted the concepts of Last Judgment, personal salvation, and charity to the poor and weak.

FIVE PILLARS OF THE ISLAMIC FAITH AND THEIR ANTECEDENTS

	Islam	Jewish Antecedents	Christian Antecedents
Proclamation of faith	"There is no God but Allah, and Mohammed is his prophet."	"Hear, oh Israel, the Lord our God, the Lord is One."	"There is but One God, creator of heaven, earth and all things."
Prayer	Muslims recite prayers five times each day, facing the city of Mecca.	Many Jews pray three times a day, facing Jerusalem.	Christians living in the Middle East pray seven times a day.
Fasting	During the holy month of Ramadan, Muslims fast from sunrise to sunset.	Both Jewish and Christian religions call upon their followers to fast at certain designated times of the year.	
Alms or charity to the poor	"Whoever does not know that his need of the reward for giving is greater than the poor man's need of the gift, is donating his charity in vain."	"The poor person does more for the giver than the giver does for the poor man." (Babylonian Talmud.)	"It is more blessed to give than to receive." (Acts, 20:35)
Pilgrimage	Every Muslim is obliged to make a pilgrimage (religious visit) to Mecca at least once in their lifetime.	Jews have made pilgrimages to Jerusalem for thousands of years.	Christians have also made pilgrimages to Jerusalem and to other places where Jesus lived and taught.

The Man Who Came to Dinner

Munir doesn't really want to become a Moslem. But he does want to stay on the "good side" of the Moslem, Hamid. Munir decides to invite Hamid to his home one evening. Below is a picture of the dinner Munir plans to serve and the after-dinner entertainment he plans to offer his guest. Look carefully at all the items shown. Which items seem out of place? How do you think Hamid will react when he arrives at Munir's home?



Source: William Johnson, et al., Empires Beyond Europe: Asia, Africa and the Americas, Scholastic World History Program, N.Y.: Scholastic Book Service, 1976, p. 199.

SUB-THEME: *THE ISLAMIC WORLD SERVED AS TRANSMITTER FOR CULTURAL DIFFUSION*

LEARNING ACTIVITY 6

RATIONALE

Cultural diffusion has been fundamental to the spread of civilization.

The rise of Islam as a religious, political, and commercial power enabled people living in the Muslim Empire to serve as ideal conduits for cultural diffusion. By imposing Arabic as the universal language throughout the Empire, travelers and merchants could make themselves understood from Spain to India.

It should be pointed out that while the medieval West was barely touched by the theology and spirit of the Islamic world, the West did adopt specific Islamic techniques and ideas that influenced later European development, such as the Renaissance and the Scientific Revolution.

PERFORMANCE OBJECTIVES

Students will be able to:

- Identify the important Muslim trade routes.
- Give examples of how the Muslim world transmitted knowledge to Asia and Europe.
- Explain how, through a network of economic interdependence, the Islamic world served as a source of cultural diffusion.
- Show the relationship between the religion of Islam and the development of a commercial empire in the Muslim world.
- Give specific examples of Islamic contributions to our culture in the field of mathematics and the derivation of specific English words.

STRATEGY 1

- Read or present a summary of the following selection to the class:

Trade was very important in the Islamic world. Mohammad himself was a merchant, and the earliest centers of the Islamic religion (Medina and Mecca) were important trading centers. Islamic society holds the merchant in high esteem, and Islamic law favors commercial transactions.

The commercial and intellectual center of the Muslim world was Baghdad, considered "a city with no peer throughout the entire world."

Baghdad owed its importance to its position as a shipping center. Merchants from all parts of the known world brought their products to the bazaars (markets) of Baghdad. Porcelain, silk, and musk came from China; spices, minerals, and dyes from India; honey, wax, furs, and white slaves came from Scandinavia and Russia; ivory, ebony, gold dust, and black slaves came from Africa. Merchants from Egypt brought rice, grain, and linen. Glass, metal ware and fruits came from Syria; silk and perfumes from Persia.

From Baghdad and other ports, Arab merchants shipped jewelry, spices, and metal works to Asia, Europe, and Africa. Arab traders went as far east as China as early as 750 along the silk route. Large numbers of Arab coins found in places as far north as Russia, Sweden, and Germany are evidence of the commercial activity of Muslims of this period. "The Adventures of Sinbad the Sailor," one of the best known tales in The Thousand and One Nights, are based on the reports of voyages of Muslim merchants.

- Using Worksheets 29 and 30, have students trace the trade routes used in transporting the following items to Baghdad:

ostriches; pearls; mushrooms; grape molasses; armor; topaz; porcelain; papyrus.

- Using Worksheets 30 and 31, provide students with the following questions for discussion:
  - Examine Worksheet 30, "Muslim Trade Routes," and locate Baghdad, Mecca and Medina. How do their locations help to make them commercial centers?
  - Plot Baghdad on the map on Worksheet 31, "Early Trade Routes." Why was Baghdad an important city for trade between Europe and Asia?
  - What is the relationship between the religion of Islam and the development of commerce in the Muslim world?
  - Like Baghdad in the Middle Ages, New York City is a center for international trade today. How has NYC benefited from this? How is your life affected by goods from other countries? Would life in America be better or worse if the United States did not trade with other countries? Explain.

STRATEGY 2

. Read or summarize the introductory information to the class.

Until the 16th century, Muslim ships provided the chief commercial link between Asia and the West. (See map, Worksheet 31, "Early Trade Routes")

By helping to establish commercial contacts with Europe on the one hand, and with India and China on the other, Muslims also served as the transmitters of knowledge to Asia and the West.

- Have students read Worksheet 32, "A Chinese Scholar in Baghdad," and answer the following questions:
  - Why do you suppose a Chinese scholar would spend a year in Baghdad?
  - How did the Chinese scholar learn about the writings of the Greek physician?
  - Explain why this story illustrates the idea of cultural diffusion.

STRATEGY 3

- Worksheet 32 illustrates how the Islamic world helped to transmit European culture to Asia; more often, however, Europeans learned about Chinese civilization through the Arabs. Thus such Chinese inventions as paper, porcelain, printing, and the magnetic compass reached Europe through the Muslim world.
- Ask students to read Worksheet 33, "The Introduction of Paper to Europe," and have them answer the questions which follow the excerpt.

STRATEGY 4

At other times, the Muslims did more than simply preserve and transmit. They borrowed so-called Arabic numbers from India and made the important addition of the zero (an Arabic word) and introduced it to the Western world.

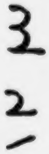
Our culture today owes a debt to the Muslims. This can be illustrated by the following exercises:*

- Arabic and Arithmetic

  Write the following symbols on the board:

  ١ ٢ ٣

  Ask: "What do these symbols look like?"
  If students seemed confused, write the symbols in this way:



  Ask: "What do they look like now?" "Where do you think they come from?"

  Explain that the Arabic numbering system is a major contribution of Arabic culture to our own culture. The numerals we use were refined by the Arabs from an ancient Indian system and passed on to us. The mathematical concept of zero (sifr in Arabic), for example, originated in India and comes to us from the Arabs as the English word cipher. Without zero and its transmission by the Arabs, Western culture may have been stuck with Roman numerals for centuries, greatly inhibiting the development of science and the recent development of computer technology.

  This number system replaced Roman numerals, thereby making mathematics much easier to handle. The Arabs later adopted another mathematical device from India--the decimal system--which they introduced to Europe. Muslims built upon these Indian accomplishments and developed the principles of algebra (which is itself an Arabic word).

*Source: Robert P. Pearson and Leon E. Clark, Through Middle Eastern Eyes, New York: Praeger-Holt, 1975.

Words, Words, Words...

Write the following list of Arabic words on the chalkboard and ask students to figure out the English derivations. Sounding out the Arabic words can be helpful in this exercise.

Arabic	English
sukkar	sugar
sandal	sandal
zirafah	giraffe
ta'rif	tariff
qitar	guitar
al-kuhl	alcohol
qahwah	coffee
al'ud	lute
qanah	cane
naranj	orange
sifr	cipher
al-jabr	algebra

If necessary, give the students some hints by saying, "It's a number," "It's a musical instrument," etc.

ON THE RARE COMMODITIES, MERCHANDISE, SLAVE GIRLS, STONES, AND SO FORTH, IMPORTED FROM OTHER COUNTRIES INTO BAGHDAD

Imported from India: tigers, leopards, elephants, leopard skins, red rubies, white sandalwood, ebony, and coconuts.

From China: aromatics, silk, porcelain, paper, ink, peacocks, fiery horses, saddles, felts, cinnamon, and unmixed rhubarb.

From the Byzantines: silver and gold vessels, embroidered cloths, brocades, fiery horses, slave girls, rare articles in red copper, lyres, water engineers, specialists in plowing and cultivation, marble workers.

From Arabia: Arab horses, ostriches, thoroughbred she-camels, and tanned hides.

From North Africa: leopards, felts, and black falcons.

From the Yemen: cloaks, tanned hides, giraffes, breast plates, incense, and indigo.

From Egypt: ambling donkeys, fine cloths, papyrus, balsam oil, and from its mines, high-grade topaz.

From the Khazars (southern Russia, today): slaves, slave women, armor, helmets, and hoods of mail.

From the land of Khwarazm (East Persia): musk, ermine, sable, squirrel, mink, and excellent sugarcane.

From Central Asia: paper, good grapes, mushrooms.

From Persia: lyre players, high-grade lyres, carpets, plums, soft woolen coats, weapons, fine cloths, combs, royal head coverings, pomegranates, honey, Chinese pears, apples, salt, saffron, fruit drinks, axes, saddlecloths, parasols, lead, woolen head coverings, horse cloths, pack-saddles, various kinds of dried fruits, rare fruits, and glassware.

From Georgia (southern Russia, today): pheasants, fine pomegranate seeds, soft woolen coats, and fine silks.

From Western Iraq: embroidered cloths, kerchieves, fine curtains, and woolen head coverings.

From East Persia: indigo, spices, linen cloths, rosewater, bathing oil, jasmine oil, and drinks.

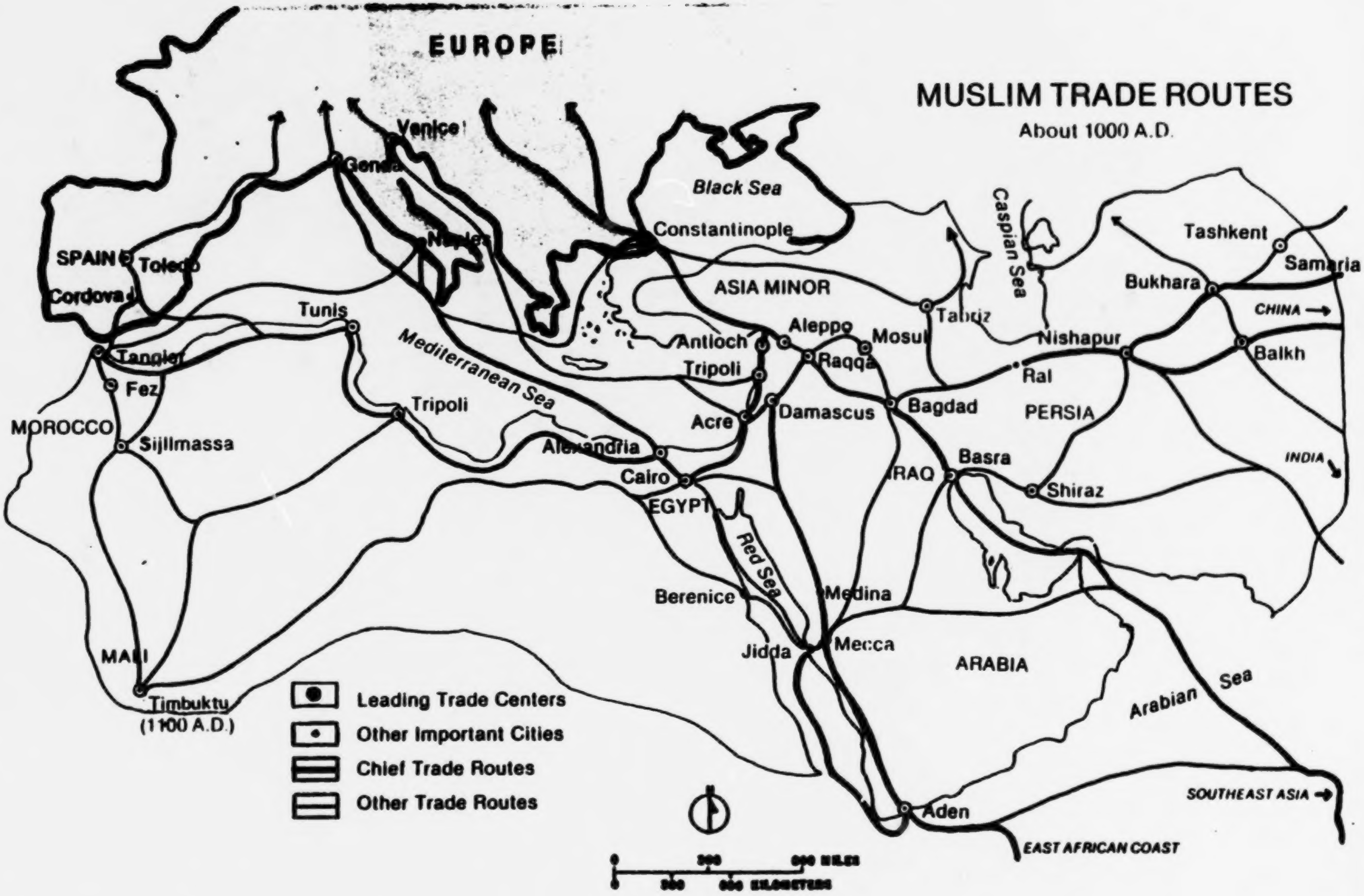
From East Persia and its Districts: sugar and silk brocades, castanet players and dancing girls...kinds of dates, grape molasses, and candy.

From the East Coast of Arabia: pearls.

From Syria: curtains, thick felt, and quail.

From Armenia and East Persia: felts...pack saddles, carpets, fine mats, belts, and wool.

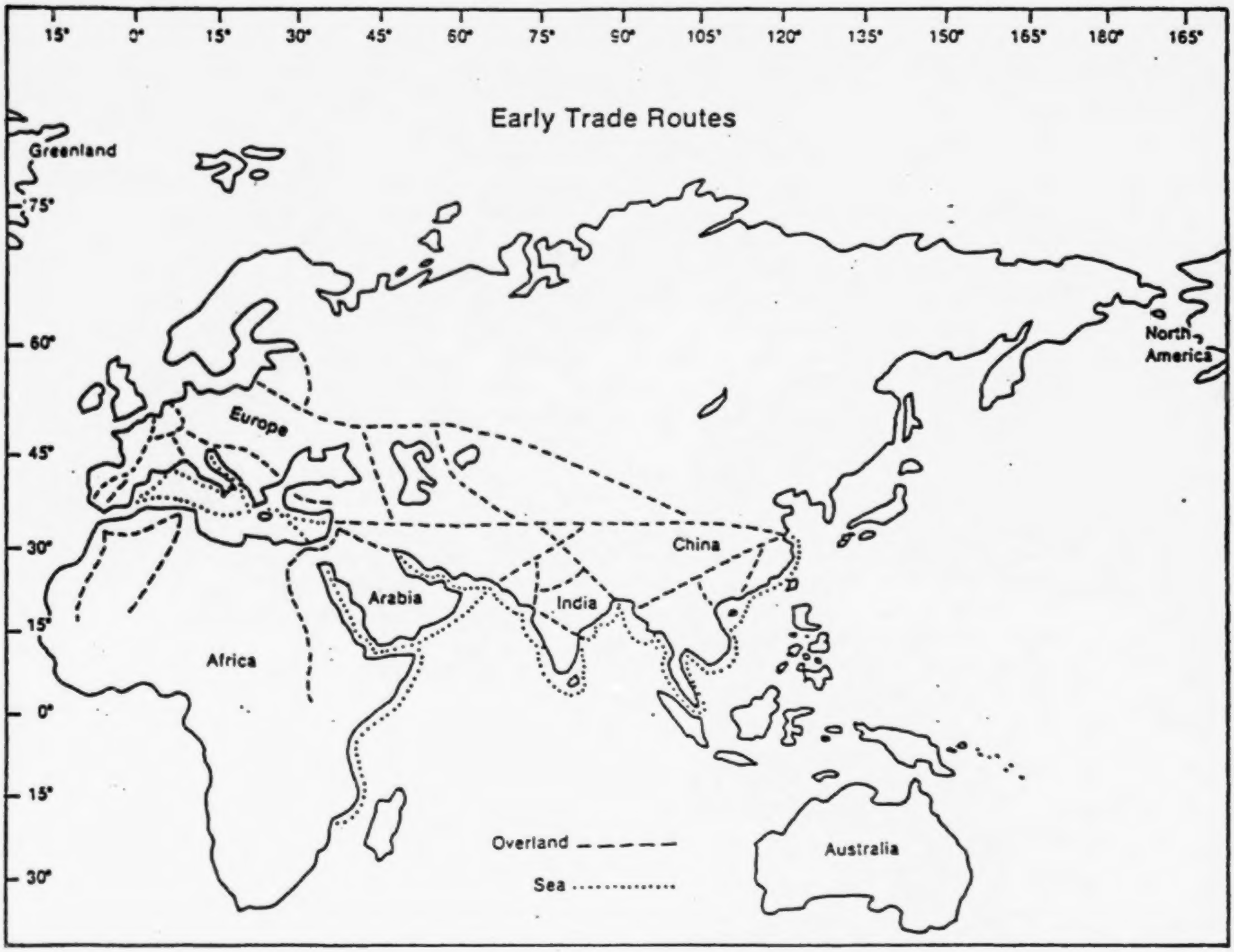
Source: Islam from the Prophet Muhammed to the Capture of Constantinople, vol. 2, Religion and Society, ed. and trans. by Bernard Lewis, Harper and Row, New York, 1974, pp. 154-56.



MUSLIM TRADE ROUTES

About 1000 A.D.

EUROPE
Venice
Genoa
Naples
SPAIN
Toledo
Cordova
Tangier
Fez
MOROCCO
Sijilmassa
MALI
Timbuktu
(1100 A.D.)
Tunis
Tripoli
Mediterranean Sea
Alexandria
Cairo
EGYPT
Black Sea
Constantinople
ASIA MINOR
Antioch
Tripoli
Acre
Aleppo
Raqqa
Damascus
Mosul
Tabriz
Caspian Sea
Bagdad
IRAQ
Basra
Red Sea
Berenice
Medina
Jidda
Mecca
ARABIA
Arabian Sea
Aden
EAST AFRICAN COAST
SOUTHEAST ASIA →
Ral
PERSIA
Nishapur
Shiraz
INDIA
Bukhara
Tashkent
Samaria
CHINA →
Balkh
Leading Trade Centers
Other Important Cities
Chief Trade Routes
Other Trade Routes
0 300 600 MILES
0 300 600 KILOMETERS


Early Trade Routes
15°
0°
15°
30°
45°
60°
75°
90°
105°
120°
135°
150°
165°
180°
165°
75°
60°
45°
30°
15°
0°
15°
30°
Greenland
Europe
Africa
Arabia
India
China
Australia
North America
Overland
Sea

Sources of Commodities in the Eighth Century

Ambergris	East Africa [Kenya]
Camels	Mongolia
Clove	Moluccas
Cotton	Central Asia
Dill	Sumatra
Drugs	Central India
Elephants	Champa [southern Vietnam] and the Malay Peninsula
Gems	Champa [southern Vietnam]
Glass	Syria
Gold	Annam [northern Vietnam]
Ivory	Annam [northern Vietnam] and East Africa [Kenya]
Incense	Arabia [Saudi Arabia]
Jade	Central Asia
Jasmine	Central India
Metals	Egypt
Nutmeg	Moluccas
Peach trees	Persia [Iran]
Pepper	Southern India and Sumatra
Porcelain	China
Rhinoceros horns	Champa [southern Vietnam]
Rubies	Ceylon [Sri Lanka]
Rugs	Persia [Iran]
Sandalwood	Central India, Malay Peninsula, and Sumatra
Silks	China
Silver	Annam [northern Vietnam]
Slaves	Malay Peninsula
Woven goods	Egypt and Syria

Table adapted from *Ancient China*, by Edward H. Schafer and the Editors of Time Life Books (New York, 1967), p. 168, and other sources.

A CHINESE SCHOLAR IN BAGHDAD

An Arab physician and scientist who lived in Baghdad around 900 A.D., wrote the following:

> A Chinese scholar came to my house and remained in the town about a year. In five months he learnt to speak and write Arabic, attaining indeed eloquence in speech and calligraphy (beautiful penmanship) in writing. When he decided to return to his country, he said to me a month or so beforehand, "I am about to leave. I would be very glad if someone would dictate to me the sixteen books of Galen before I go." (Galen was a famous Greek physician of A.D. 130 to 200, whose numerous writings had been translated into Arabic.) I told him that he had not sufficient time to copy more than a small part of it, but he said, "I beg you to give me all your time until I go, and to dictate to me as rapidly as possible. You will see that I shall write faster than you can dictate." So together with one of my students we read Galen to him as fast as we could, but he wrote still faster. We did not believe that he was getting it correctly until we made a collation (a comparison or check) and found it exact throughout. I asked him how this could be, and he said, "We have in our country a writing which we call shorthand, and this is what you see. When we write very fast we use this style, and then afterwards transcribe it into the ordinary characters at will." But he added that an intelligent man who learns quickly cannot master this script in under twenty years.

Source: J. Needham, Science and Civilization in China, vol. 1, New York: Cambridge U. Press, 1954, p. 219. As cited in Leften S. Stavrianos, et al., A Global History, Boston: Allyn & Bacon, Inc., 1979, pp. 59-60.

THE INTRODUCTION OF PAPER TO EUROPE

The spread of ideas throughout the Muslim world and from there into Europe was made easier with the introduction of paper. In 751, Chinese prisoners in Samarkand, Central Asia, taught Muslim merchants how to manufacture paper. From there, the industry spread to Baghdad and some years later into Syria. By the year 900 Egypt had a paper factory and by 1100 paper was manufactured in Morocco. From there, the industry spread into Spain in the middle of the 12th century. A century later, the paper industry was established in Italy and France, and from these countries it spread throughout Europe. The manufacture of paper has been called one of the most beneficial contributions of Islam to Europe.

- Why has the manufacture of writing paper been called one of the greatest contributions of Islam to Europe?
- On a map, show how the manufacture of paper spread from China to Europe. Locate the following: China, Samarkand, Baghdad, Syria, Egypt, Morocco, Spain, Italy, and France.
- It has been said, "the Muslims had an ability to recognize what was best in other cultures and then pass it along to other people." Do you agree with this statement? Explain your answer.

SUB-THEME: *A GREAT ISLAMIC EMPIRE EMERGED*

LEARNING ACTIVITY 7

RATIONALE

After Mohammed's death in 632 A.D., Arab warriors conquered a vast territory in the name of Allah. By 900 A.D., people in an empire that stretched from Spain to India followed the Islamic religion and spoke the Arabic language. In many ways, Muslim civilization during "the golden age of Islam" was far more advanced than European civilization during the same period.

PERFORMANCE OBJECTIVES

Students will be able to:

- List four reasons accounting for the spread of Islam.
- Trace the spread of Islam on a world map.
- Identify the outstanding dynasties which controlled the Islamic empire.
- List ways in which the Islamic civilization surpassed that of Europe in medicine, astronomy, mathematics, technology, and navigation.
- Give examples of how Muslims adapted and improved upon ideas from other cultures.

- Cite five main rules of Islam.

STRATEGY 1

- Have students act out the sociodrama on Worksheet 34 and then focus on the following items for discussion:
  - Mention four reasons accounting for the spread of Islam.
  - How could a Christian Arab or a Jew living in the Muslim empire have benefited by converting to Islam?
  - Why does Islam have no priests?
  - Why did the Muslims fail to conquer all of Europe?
  - Some students might make a list of all the practices of Islam they have learned. Then they might write similar practices from the Jewish or Christian religions next to each item. For instance, the first of the Ten Commandments might be placed next to the first rule of Islam. At the end, students might sum up ways in which Islam is different from the Jewish religion and/or the Christian religion.

STRATEGY 2

- Distribute Worksheet 35, "The Spread of Islam," and have students list the areas which fell under Islamic rule by 900 A.D.
  - Islam was very successful in removing the barriers of race and nationality, preaching that all Muslims are brothers. How might this belief help win converts to Islam?

STRATEGY 3

- Hand out Worksheet 36, "The Muslim World," and have students answer the questions beneath the map.

STRATEGY 4

- Distribute Worksheet 37, "The Islamic Empire," and have students answer the following questions for discussion:
  - Why do you think the Western world has been slow to recognize the achievements of the Islamic golden age? Since you have read about only a few of the achievements of the Islamic scientists and thinkers, you might want to research additional information on this subject and share it with your classmates.
  - During the Islamic golden age, Europe was in a period that is often called the Dark Ages. Why do you think this period of time in Europe was called that? What examples from your reading illustrate that the period was aptly named?
  - List the Islamic contributions in the fields of

    medicine
    astronomy
    mathematics
    technology
    navigation

  - Do you think city planners in the United States should have adopted the ideas of Ibn-Khaldin? Would his ideas be practical for a large city such as New York? Why, or why not?

STRATEGY 5

- Students may have heard the term "Dark Ages," sometimes applied to Europe after the fall of Rome. They should be reminded that for the Arabs these were not the Dark Ages and that between 832 and 1000 the Arabs spread a high degree of culture into three continents.
- Using pictures that they have clipped or drawn, students may make a tack board display showing some of the cultural ideas introduced into Europe by the Arab people. The display may be set up under the following headings:
  - Agriculture: Scientific irrigation, new crops (coffee, sugar cane, oranges)
  - Architecture: Vaulted roofs, arches, minarets, arabesque patterns in mosaics and carvings

  - **Education:** Universities, libraries, treasure of Greek and Roman knowledge that was kept for posterity
  - **Mathematics:** Arabic numerals, algebra, decimal system
  - **Practical arts:** Paper making, book binding, glass blowing, pottery, weaving
  - **Science:** Surgery, astronomy, physics, chemistry

- One section of the display may be devoted to terms we use today that are derived from the Arabic. The terms may be shown in some graphic or pictorial form. Words that may be included are:

  azimuth
  check
  cipher
  elixir
  jar
  lemon
  mattress
  nadir
  orange
  sherbet
  sofa
  sugar
  syrup
  tariff
  zero

- This activity may be summed up by having the students answer the following questions based on the preceding list of words:
  - What words show that the Arabs were interested in finance and commerce?
  - What words show that they were interested in mathematical accuracy?
  - What words show that they were interested in leisure and comfort?
  - What words show that they had developed more than staple crops?

- From this activity the students can made inferences concerning the culture, leisure, and comfort introduced by the Arabs into a feudal and provincial Europe of the so-called Dark Ages.

The time: 660 A.D.
The place: a village in Syria
The action: Arab armies have beaten the Byzantines in this region. Moslems have taken over. Abdul, an Arab Moslem, is trying to get people to accept Islam. He is talking to a Christian Arab named Ali and a Jew named Joseph.

NARRATOR: *Mohammed's friend, Abu Bakr, became the first caliph (KAY-luff) of the Moslem world. The word* caliph *meant "one who comes after the prophet of God." The caliph was part religious leader, part government chief.*

Under Abu Bakr and later caliphs, Moslem armies won more and more territory. They wanted this land partly for its food. First, they took much land from the Byzantines. Then they spread west across North Africa as far as the Atlantic Ocean. They moved as far east as India.

Mohammed had taught Moslems to fight to win followers. Moslems believed that a person who died fighting for Islam would go straight to paradise. Often, though, Arab fighters were able to win victories without much bloodshed. Many of the people they conquered didn't mind having the Arabs take over. One reason was that the Arabs often set lower taxes than the old conquerors had.

As the Arab Empire grew, Moslems tried to win people peacefully to Islam. Moslems did not force the people they conquered to accept the new faith. But there were benefits for those who did. Moslems paid even lower taxes than other people. People who switched to Islam could keep their land. Many of the conquered people thought it only made sense to become Moslem.

ABDUL: What you cannot seem to understand is that Mohammed was the last prophet of God. He heard God directly. God told him to tell all people to submit.

JOSEPH: You see this Mohammed, then, as a kind of God.

ABDUL: No, only as a man. But a very important man. We believe that God chose Mohammed as His Voice.

JOSEPH: What happens if I refuse to bow to Islam? If I stay a Jew?

ABDUL: You will not go to paradise when you die. You will suffer. And on this earth you will pay a high tax on your land. You will keep your land if you become a Moslem. You may lose your land if you do not.

JOSEPH: That's the catch, isn't it? Either become a Moslem or pay up.

ABDUL: It is for your own good. Look, let me teach you. Our faith is set down in the Holy Book, the Koran. There are five great rules. I have told you the first: "There is no God but Allah, and Mohammed is His Prophet." The second rule is to pray five times a day facing Mecca.

ALI: And the other rules?

ABDUL: Do not eat between sunrise and sunset in the holy month. That's three. Treat all Moslems as brothers and give alms to the poor. That's four. The fifth rule is that you must visit Mecca once in your life if you can.

JOSEPH: Seems simple. Surely there is more.

ABDUL: Yes, there are many more laws in the Koran. One of them is that we must eat no pigs.

ALI: And I hear you can't drink wine or liquor.

ABDUL: Yes, and we may not gamble.

ALI: I know that some Moslem men have several wives. Is that also a part of your religion?

ABDUL: Yes. According to the Koran, a man may have as many as four wives at once. As a matter of fact, I have three wives myself.

JOSEPH: How do you keep them from leaving you?

ABDUL: We Moslem men rule with a strong hand. The Koran tells us that men should manage the affairs of women.

ALI: If I wanted to become Moslem, how would I go about it? Do your priests baptize people as ours do?

ABDUL: We have no priests. All you need to do to become a Moslem is to say that you accept the faith. After that, you follow the rules. That's all. You are then a Moslem. No one lets you into the faith. You must enter by yourself.

JOSEPH: I'm afraid I won't be doing that. My father and his father have all been Jews. It is what I believe.

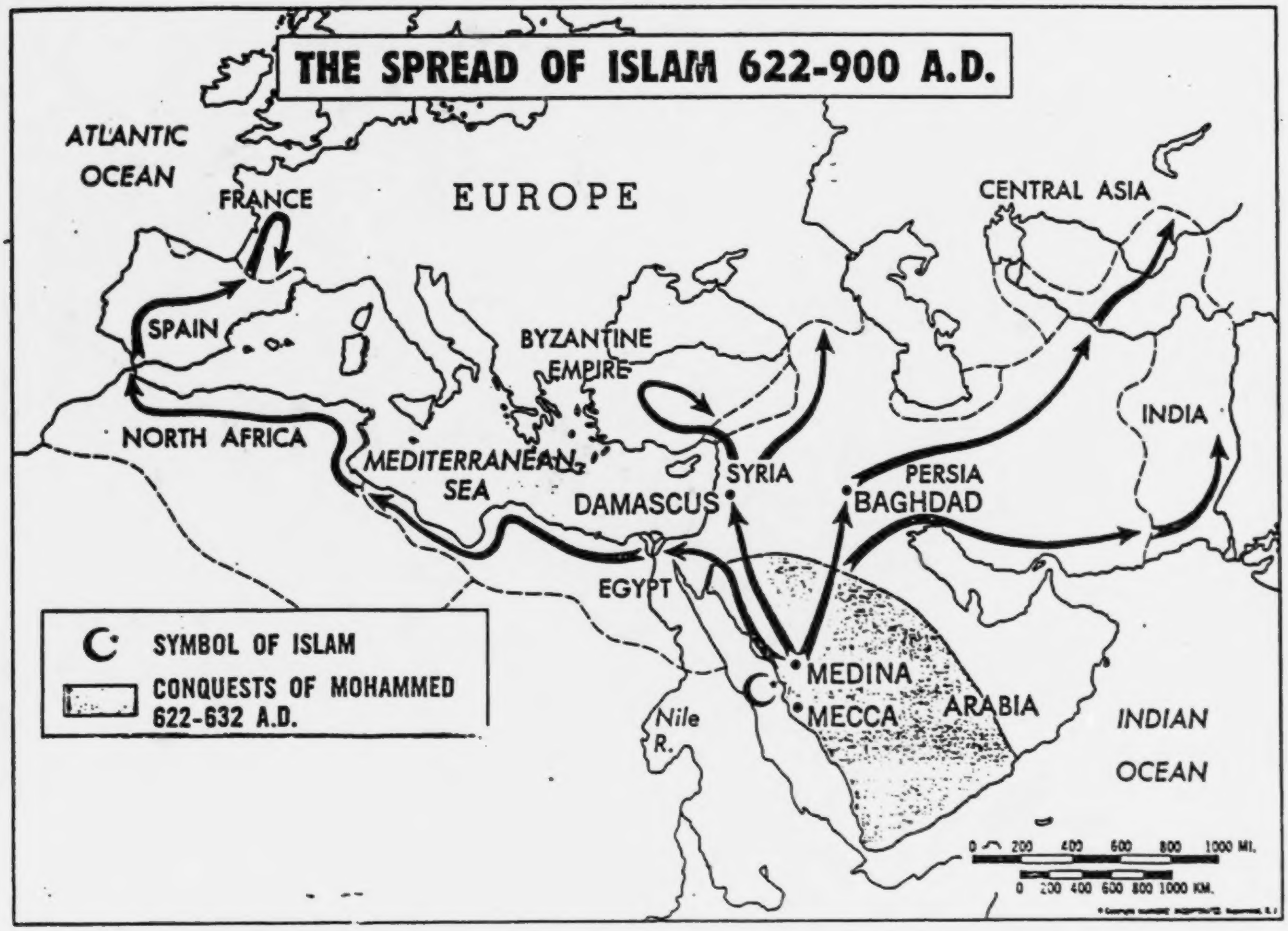
ABDUL: I see I haven't convinced you, Joseph. And you, Ali?

ALI: You have been very persuasive, Abdul. But my faith is as strong as the desert sun.

NARRATOR: *Not all the people the Arabs conquered accepted the Moslem faith. But many of them did. By the middle of the eighth century, the Moslems had taken much of North Africa and had moved into Spain. They had won new followers for their religion everywhere they went.*

The Moslems might even have won over Western Europe if it hadn't been for one event. They were defeated by a European army in a battle near Tours, France, in 732. As a result of that battle, Moslem armies were driven back. They did not push north of Spain again.

Source: William Johnson, et al., Empires Beyond Europe: Asia, Africa and the Americas, Scholastic World History Program, N.Y.: Scholastic Book Service, 1976, p. 196-198.


THE SPREAD OF ISLAM 622-900 A.D.
ATLANTIC OCEAN
FRANCE
EUROPE
CENTRAL ASIA
SPAIN
BYZANTINE EMPIRE
INDIA
NORTH AFRICA
MEDITERRANEAN SEA
SYRIA
PERSIA
DAMASCUS
BAGHDAD
EGYPT
SYMBOL OF ISLAM
CONQUESTS OF MOHAMMED 622-632 A.D.
MEDINA
MECCA
ARABIA
INDIAN OCEAN
Nile R.
0 200 400 600 800 1000 MI.
0 200 400 600 800 1000 KM.

Source: My First World History Atlas, Maplewood, New Jersey: Hammond Inc., 1979, p. 15.

WORKSHEET 36

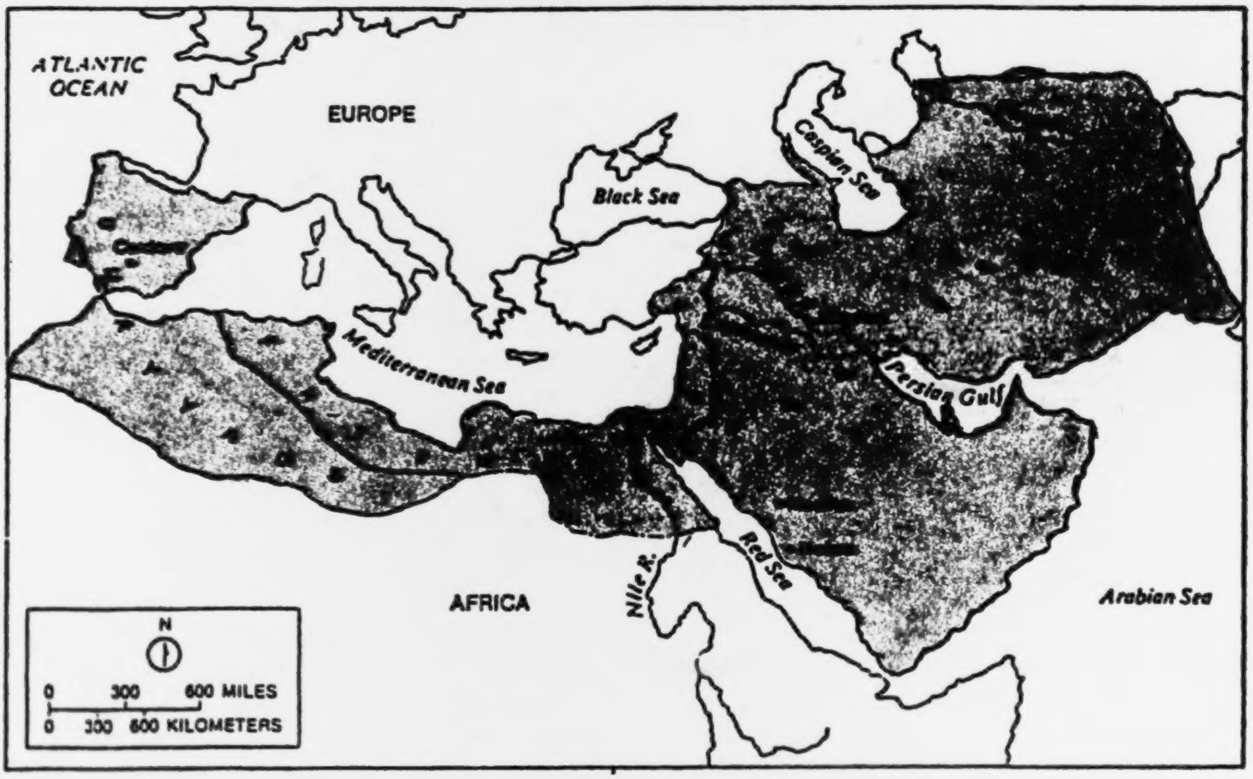
MIDDLE EAST

THEME II

The Muslim World

Below is a map of the Muslim world in 969 A.D. Study the map and then answer the questions that follow.

Divisions of the Muslim World, 969 A.D.


ATLANTIC OCEAN
EUROPE
Black Sea
Caspian Sea
Cordova
Mediterranean Sea
Persian Gulf
Red Sea
Nile R.
AFRICA
Arabian Sea
N
0 300 600 MILES
0 300 600 KILOMETERS

1. What direction is Mecca from Medina? ____________
2. About how many kilometers is it from Mecca to Medina? ____________
3. Which Muslim dynasty controlled the area of the Tigris and Euphrates rivers? ____________
4. Which dynasty controlled part of Europe? ________ ____________
5. What direction would a person travel to go from Bagdad to Cairo? ____________
6. Which of the three dynasties controlled the greatest amount of land? ____________
7. Which body of water was completely controlled by Muslims? ____________
8. Which of the three dynasties probably had the most contact with Russians? ____________
9. Which dynasty controlled the Nile delta? ____________
10. Which direction would a pilgrim to Mecca travel when returning home to Cordova? ____________

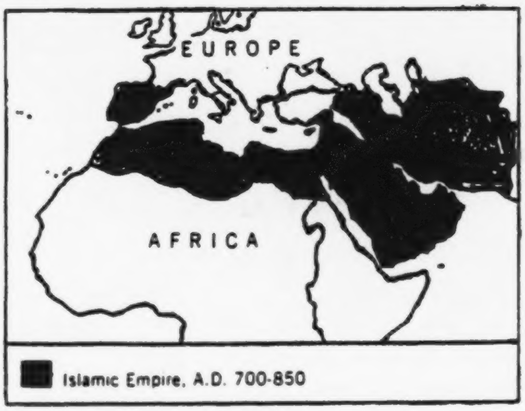
Source: Glenn E. Hughes, et al., Practicing World History Skills, Glenview, Ill., Scott, Foresman & Co., 1980, p. 48.

THE ISLAMIC EMPIRE

The religion of Islam began in the Middle East. But the religion spread to other parts of the world. As you can see from the map below, it spread westward across North Africa and into parts of southern Europe. It also spread eastward across Central Asia to the borders of China. At the time when the Islamic empire covered the area shown on the map it entered a golden age. The Middle East became a great world trading and educational center.

As Muslims traveled to all parts of their empire, they learned about new products and new ideas. They took these things back to Baghdad, their capital city. In Baghdad, scholars and scientists used these ideas and improved upon them. They also made many of their own discoveries.

Only recently has the Western world begun to realize the outstanding accomplishments of that time. The travels of Ibn-Battuta are a good example of this. During the fourteenth century, Ibn-Battuta journeyed seventy-five thousand miles. He went to all parts of the Islamic empire. He went as far east as China and Indonesia. He traveled as far south as Mali and Niger. Everywhere he went he took careful notes. He wrote about the important leaders in the countries that he visited. His records are as valuable to historians today as they were to people over six hundred years ago. Unfortunately, his book Rihla (Travels) was not read in the West until the late nineteenth century.



The Islamic religion taught that all learning leads to a better understanding of God. For this reason, Islamic scientists felt free to explore many fields. Doctors in Europe were afraid to try new things for fear of being burned at the stake for witchcraft. But Islamic doctors were prescribing treatments that included hot and cold baths, special diets, and a variety of drugs. Even surgeries, such as the Caesarian section, were performed. One Islamic doctor, Ibn-Sina (Avicenna), gathered together all the important medical knowledge of the known world--Islamic, Greek, Hindu, and Persian. His book was used by Islamic and European doctors for the next eight hundred years.

During this golden age most Europeans thought the earth was flat. A ship would fall off the earth if it sailed too close to the edge. But Islamic astronomers were trying to figure the exact curve of the earth's surface. They built the world's first observatory in western Iran to correct the star maps of the Greeks and Romans. They also developed the astrolabe. With the astrolabe they could tell time and direction . Muslims used it to tell the times of prayer and the direction of Mecca. The astrolabe helped desert travelers and ship's captains to find their way. The height of a mountain or a tree could also be measured with an astrolabe.

Water has always been a problem in the Middle East and North Africa. Long ago, Islamic scientists figured out how to use wells, dams, underground canals, and waterwheels to take water from one place to another. The Egyptians invented the Nilometer. This instrument measured the height of the floods of the Nile River. It also showed how much fertile soil had been left behind by the waters. These two bits of information gave farmers a good idea whether the year would be one of feast or famine.

Perhaps the best known and most copied achievements of the Islamic world were in the field of mathematics. Al-jabr, or algebra, was thought up by Al Khavarizmi. From the Hindus, the Muslims borrowed the idea of the zero. They developed it further and introduced it to the rest of the world. Today the Western world uses Arabic numerals to make arithmetic figuring easier. The zero may stand for nothing. But it does make it possible to write 2, 20, and 200 more easily than the Roman II, XX, and CC.

Unfortunately, the Western world did not borrow the lessons of Ibn-Khaldun of Tunisia on city planning as quickly. Ibn-Khaldun is most often remembered as a great historian. But he was also concerned with the location of cities and the necessity for zoning. He said that parks should be scattered so that every person in a city could have one nearby. Many of the problems that he saw many years ago still face city planners today.

Today the people in the Middle East and North Africa are using the technology and ideas from the West to help their countries become more modern. But it should be remembered that they are only borrowing back much of the knowledge that they gave the Western world hundreds of years ago.

Source: David C. King and Larry E. Condon, Middle East and North Africa, Menlo Park, California: Addison-Wesley Publishing Co., 1979, pp. 125-127.

THEME II

Case Study Area: South and Mesoamerica

INTRODUCTION TO SOUTH AND MESOAMERICA

A study of the achievements of early civilizations traditionally begins with an examination of river valley societies in Egypt, Mesopotamia, India, and China. Unfortunately, this approach often leaves students with the impression that advanced civilizations did not develop in the Western Hemisphere until the arrival of the Europeans in the 16th century. This case study of South and Mesoamerica is intended to correct this misconception.

The material in this section highlights the achievements of the Mayas, Aztecs, and Incas who developed advanced civilizations centuries before the European conquest. Although it should be noted that other civilizations in South and Mesoamerica existed previous to and concurrent with the Mayan, Aztec and Inca cultures, these three pre-Columbian societies will serve as case studies for the entire region. The existence of previous societies is evidenced by the fact that Maya and Aztec societies were largely the products of cultural diffusion, since thay borrowed greatly from previous societies, notably the Olmecs and Zapotecs.

This unit ends with the arrival of the Spanish and the Portuguese. The story of the conquest of the "New World" and the formation of Latin American societies is a major component of Theme III. The long-range European imprint on that region will be studied in greater detail at a later point in this course.

Content Outline

South and Mesoamerica

THEME II - EARLY CIVILIZATIONS AND CULTURES DEVELOPED AROUND THE WORLD

Case Study Area: SOUTH AND MESOAMERICA

A. The geography of South and Mesoamerica contains diverse and varied features.

1. The South and Mesoamerican land mass is comprised of two distinct areas:

   - Mexico and Central America ("Mesoamerica")

   - The South American Continent.

2. This region is marked by diverse topographical features which include mountains and highlands, rivers, deserts, plains and forests.

   - The lofty Andes Mountains dominate the west coast of the South American continent.

   - Mountains separate the peoples of South America.

   - Mountains form a climatic barrier, giving rise to very dry deserts to the west, and lush jungle to the east.

   - The Amazon is the largest river in the world, and dominates the eastern part of South America.

3. The extensive land of South and Mesoamerica contains tropical, temperate and arctic climatic zones.

B. Rich civilizations developed in pre-Columbian South and Mesoamerica.

1. Mayan culture was in full bloom by 300 A.D.

   - The Maya originated in Guatemala and spread into Yucatan (Mexico).

   - They developed the world's most accurate calendar.

   - The Maya were exceptional scientists, astronomers and mathematicians.

   - They built large cities featuring temples, stone carvings and sports arenas.

   - The Maya maintained peace for over 600 years.

2. The Aztecs were the last culture to reach ascendancy in central Mexico before the Spanish conquest of 1520.

   - They were a nomadic and warlike people.

- They carved an extensive empire in central and southern Mexico.

- The political organization of the Aztec state was a mixture of tribal democracy, theocracy and royal absolutism.

3. The Incas dominated central and northern Peru around 1300 A.D.

   - The Incas established a vast empire held together by a complex system of administration and communication.

   - Their agricultural system included important advances in irrigation and terracing.

   - The Incas developed more than 700 varieties of the potato and corn.

   - The Inca empire consisted of more than 6 million inhabitants at the time of the Spanish conquest.

4. Other pre-Columbian people in South and Mesoamerica included the Arawak, the Carib, the Chibcha, the Guaraní and the Tupí.

C. Many external influences impacted upon South and Mesoamerica.

1. Spain and Portugal took the lead in the exploration and conquest of the "New World."

   - The Spanish conquest disrupted Indian societies in Mexico and Peru, and brought about a dramatic decline in these Indian populations.

   - The Spanish and Portuguese impact on South and Mesoamerica was clearly discernable by the introduction of Christianity and the adoption of the Spanish and Portuguese languages in the region.

2. Other Europeans left their cultural imprint on South and Mesoamerica.

   - Among European nations which colonized the Caribbean area were England, France, Denmark and the Netherlands.

D. South and Mesoamerica influenced other parts of the world.

1. Plant and animal life in the "New World" helped to revolutionize agriculture and food consumption in Europe.

   - Among the products Europeans borrowed from the region were the potato, corn and tobacco.

2. The Spanish and Portuguese extracted gold and silver from South and Mesoamerica.

   - Spain and Portugal became world powers.

   - The treasure from the Americas spread throughout Europe, increasing the flow of commerce within Europe, and causing significant inflation of prices in Europe.

THEME II

LEARNING ACTIVITIES

South and Mesoamerica

Case Study Area: South and Mesoamerica

SUB-THEME: The Earliest "American" Migrated from Asia

LEARNING ACTIVITY 1

RATIONALE

Central and South America experienced cultural diffusion as early as the Ice Age, with the migration of Asians into the Americas. Cultural exchange among the Indian societies continued throughout the pre-Columbian period and even after the arrival of the Spaniards. One example of this cultural exchange is the presence of certain common things in many of the ancient religious centers found in Mexico and Central America. These include tall pyramids that served as temple bases, with narrow steps leading to the top; large courts where a game something like basketball was played with a rubber ball; carvings of jaguar faces and quetzal bird feathers; and the worship of a rain god. There seems to have been little contact between Central and South America through the Isthmus of Panama.

PERFORMANCE OBJECTIVES

Students will be able to:

Discuss reasons for studying pre-Columbian Indian Cultures.

- Explain why the "earliest Americans" migrated to the Americas.
- Identify 5 Early civilizations in the Western Hemisphere.
- Use the tools of archaeology to explain cultural links between Asia and the New World.

STRATEGY 1

- Have students act out the scenario on Worksheet 1, "The Mayas: America's Timekeepers," and answer the following questions:
  - Why does Maria Rivera believe that Mexican students should study about the Mayas? Does she present enough evidence to convince you of the importance of Mexican students studying about the Mayas? Why? Why not? If you were teaching about Mexico would you spend three months on the Mayas? Why? Why not?
  - What were some of the contributions of the Mayas to Mexico today? Which do you think is the most important contribution? Why?
  - Why does Delgado refer to the Mayas as "America's timekeepers"?
  - Do you think it is an important achievement that Mayas lived 600 years without a war?

STRATEGY 2

Have students read the excerpt and examine the map on Worksheet 2, "Early Civilization in the Western Hemisphere." Use the following questions for discussion:

- Why did Asians migrate to America during the Ice Age?
- Why did these early Americans continue to move southward after they reached North America?

- Why are North and South America called "the continents of immigrants?"

- Identify 5 early civilizations in the Western Hemisphere.

- What are some of the reasons which motivate people to explore unknown lands?

STRATEGY 3

Ancient America in the News

This activity will help students to recall and use the tools of the archcologist. They will also have an opportunity to understand how new evidence is interpreted, evaluated, and reported.

Show the newspaper articles (Worksheets 3 and 4) with an opaque projector. It may be necessary to read parts of the article to the class to enhance comprehension. Use the following questions for discussion:

- What is the meaning of the headline above the map?

- Why is the word "hinted" used in the title? Why does the caption refer to a "possible route"?

- Why do the Smithsonian scientists call their case "air-tight"? What criteria did the scientists use to prove their conclusions?

- What does the following sentence mean: "...This work presents evidence that New World and Old World cultures did not necessarily develop along parallel lines by accident, but might have had direct influences upon one another's growth."

- What similarities do you see in the decoration on the pottery fragments (Worksheet 4)?

- How can we tell that fingers were used to form the grooves on the two pieces of pottery?

- What do these pieces of pottery tell us about the people who made them?

- Why would an archeologist say "We are not digging up things, but people"?

- How does the archeologist calculate the age of a "find"?

- Why are these discoveries important?

- What do you think happened to the people who made the Japanese-like pottery in Ecuador?

THE MAYAS: America's Timekeepers

The time: the present.
The place: an office in a Mexican high school.
The action: Maria Rivera is applying for a job teaching history at the high school. Ramon Delgado, the chairman of the history department, is interviewing her.

DELGADO: I've heard that you're a good teacher. But I'm wondering about one thing. How do you plan to teach the history of Mexico?

RIVERA: Well, I'm very interested in the Indians of our area. I'd like to begin by spending three months or more on Indian cultures.

DELGADO: Three months or more! Why would you want to spend that much time on such ancient history?

RIVERA: The culture of the American Indians is part of our heritage, Mr. Delgado. It belongs to all Mexicans, even those of European descent. And Mexico has had two of the most interesting of all Indian groups-the Mayas (MY-uz)and the Aztecs (AZ-tex). Some of the things they did were way ahead of their times.

DELGADO: I admit that the story of the Indian peoples has its place in Mexican history. But were the Indians any more important to modern Mexico than Spain? After all, Spain gave us our language. Spain also gave us the Roman Catholic religion which most of us follow.

RIVERA: Some of our traditions do come from Spain. But others are Indian. Many of our Mexican foods, for example, are what Indians have long eaten. And some Mexicans still speak Indian languages and follow Indian ways.

DELGADO: I agree that some Indian customs still live on here. But do they really deserve three months of study in a history class? After, all, we don't know much about Indian history. The Mayas are an example. They left no written language that we can understand.

RIVERA: That's our fault, not the Mayas'. The Mayas did invent a written language of their own. It had no letters, but it did have 850 pictures. Our language experts understand some Maya picture-words. But they have not yet figured out the meaning of them all.

DELGADO: That's just the point. If we can't read the Maya language, we can't know much about their past.

RIVERA: But we do know quite a bit about ancient Maya history. After all, these people lived in the jungles of Guatemala (gwat-uh-Mall-uh) and the plains of eastern Mexico for thousands of years. We know that they had a Golden Age at about the same time as the Roman Empire. We know that they were one of the most advanced peoples of their time. We also know that they went about 600 years without a major war.

DELGADO: I guess you're going to tell me that we know all these things by studying the ruins of Maya buildings and monuments?

RIVERA: Yes. That's one way of learning about ancient history. And the old Maya ruins tell us a lot. Remember that these people had no wheels or beasts of burden. They did all their carrying on their own backs. Yet they were able to build many great stone buildings. They built palaces, temples, baths, and observatories for studying the stars.

DELGADO: I don't deny that. But the Mayas were mainly a farming people. They worked the land with simple tools. They didn't have many new ideas. They just used ideas of older Indian groups to fit their needs.

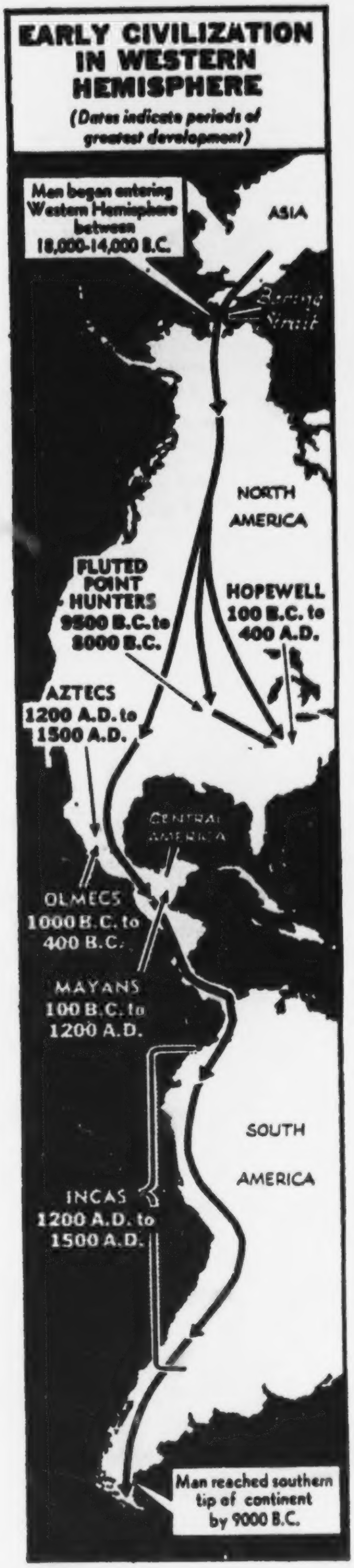
RIVERA: But look what they did with those older ideas. Just take a look at their method of telling time. The Mayas weren't the first Indians to have a calendar. But, the Maya calendar was far better than all the others. Actually, their calendar was even more accurate than the one we use today. And the Maya calendar was created at least 1,200 years before our own.

DELGADO: I suppose we could call the Mayas America's timekeepers. But I still wonder if we know enough about these people to spend so much time on them in a history class. Let me give you an example. We know that the Maya Golden Age ended around 900 A.D. The trouble is that we don't know what caused this decline. We just know that the Maya people left their homes, palaces, and temples. How do you expect to get around that problem?

RIVERA: There is no way around it. The decline of the Mayas is a great mystery. There is no record of war, disease, or crop failure. We don't know why they left. We only know they left. It is one of history's most puzzling events.

DELGADO: Perhaps I'm being too critical. I'm interested in the way you defend your point of view. I have decided to give you the job. You start at eight o'clock on Monday morning.

RIVERA: I'll be right on time. The Mayas wouldn't have it any other way.



EARLY CIVILIZATION IN WESTERN HEMISPHERE

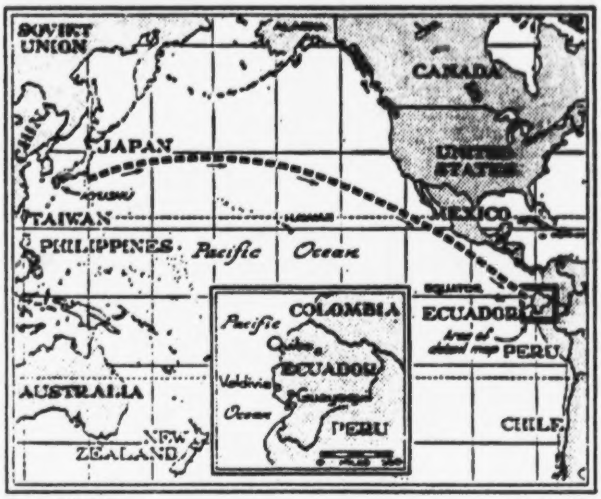
(Dates indicate periods of greatest development)

Man began entering Western Hemisphere between 18,000-14,000 B.C.
ASIA
Bering Strait
NORTH AMERICA
FLUTED POINT HUNTERS 9500 B.C. to 8000 B.C.
HOPEWELL 100 B.C. to 400 A.D.
AZTECS 1200 A.D. to 1500 A.D.
CENTRAL AMERICA
OLMECS 1000 B.C. to 400 B.C.
MAYANS 100 B.C. to 1200 A.D.
SOUTH AMERICA
INCAS 1200 A.D. to 1500 A.D.
Man reached southern tip of continent by 9000 B.C.

The earliest "Americans" migrated from Asia. It is now generally agreed that the ancestors of the American Indians migrated from Siberia (northeastern Asia). They probably crossed the Bering Strait before the last Ice Age. At that time the strait was a land-bridge above sea level, and the climate was warmer than it is now. Of course not all the Asian migrants crossed into America at the same time. Probably many groups wandered across the Bering Strait land-bridge over a period of ten or twenty thousand years.

These nomadic peoples spread out from Alaska into present-day Canada. As the Ice Age advanced, they gradually moved farther south. They had no idea of "exploring" a new continent. They were simply wandering in search of food. No doubt they hoped to find a place where there were large herds of bison and other game to kill with their spears. Apparently these people knew nothing about how to plant crops, although some probably gathered seeds from wild plants. There is no evidence that they brought any seed grains with them from Asia.

Japanese Journey to New World In 3000 B.C. Hinted by Pottery



The New York Times Jan. 3, 1966

A possible route of prehistoric Japanese to the New World

By JOHN A. OSMUNDSEN

Two anthropologists at the Smithsonian Institution in Washington have uncovered evidence that the Japanese landed in the New World as early as 3000 B. C. or before.

If their interpretation of prehistoric Japanese-like pottery found in Ecuador is correct, the Japanese voyage would antedate Christopher Columbus's by about 4,500 years and Leif Ericson's, according to recent estimates, by about 4,000 years.

Their findings, in any event, add a new dimension to the Italian-Norwegian debate over what son of which country really made it to the New World first.

The anthropologists are Betty J. Meggers, research associate, and Clifford Evans, curator, of the Smithsonian's division of

Continued on Page 3, Column 1

Continued From Page 1, Col. 3

cultural anthropology. In private life they are husband and wife.

In a report published in the January issue of Scientific American and amplified to become the first volume of the Smithsonian "Contributions to Anthropology" series, they speculate that the Japanese feat was wholly accidental.

Perhaps a fishing boat was caught in a typhoon off the coast of Japan, they say, and was swept away in the prevailing ocean currents, swinging first to the northeast, then to the southeast on an 8,000-mile arc across the Pacific that finally brought it to what is today the coast of Ecuador.

Whether such a happening can truly be called a "discovery" is open to some doubt.

For one thing, the voyagers almost certainly did not set out with the intention of exploring new lands.

And for another, they probably never returned home to report their discovery, and could not have recorded it anyway, because the Japanese had not begun writing at that time.

Whatever the outcome of the question of "discovery," there appears to be ample evidence that the Japanese were here five millenia ago. In fact, the Smithsonian scientists call their case air-tight.

The importance to scientists of the news findings is not so much in connection with the matter of who discovered America. Rather, this work presents evidence that New World and Old World cultures did not necessarily develop along parallel lines by accident, but might have had direct influences upon one another's growth.

The first clue to the theory of Japanese arrival in the New World was found in 1961 by Emilio Estrada, an Ecuadorian amateur archeologist, in an excavation near the town of Valdivia, Ecuador. It was only a fragment of reddish pottery, but there was something very distinctive about it: it had an oddly marked, protuberant rim.

According to the Smithsonian scientists' report, that pottery fragment was found in a site calculated by various means to date to 2300 B.C. to 3000 B.C.

"At a time early as [that] this form of [pot] rim is rare anywhere in the world except Japan," they wrote. "There it commonly occurs on pottery of the prehistoric Jomon period."

From that clue, Dr. Meggers and Dr. Evans began looking at other sherds of pottery at the Valdivia site and found a large number of other similarities between the Valdivian pottery and Jomon pottery from Japan.

Three Basic Criteria

"Not only are techniques for decoration duplicated," the scientists wrote, "the design elements and patterns are often nearly identical."

The Smithsonian scientists based their contention of an "air - tight" case for the Japanese landfall in the New World on the satisfaction by their research findings of three basic criteria.

First, Valdivian - style pottery has been proved to have occurred in Japan earlier than in Ecuador, even though it was the oldest pottery ever found in the New World.

Second, the development of Valdivian pottery styles was traceable in Japanese culture but not in Ecuadorian.

Third, physical qualities of the Valdivian pottery were largely esthetically derived and unrelated to the function of the pieces, ruling out simultaneous and independent invention mothered by necessity.

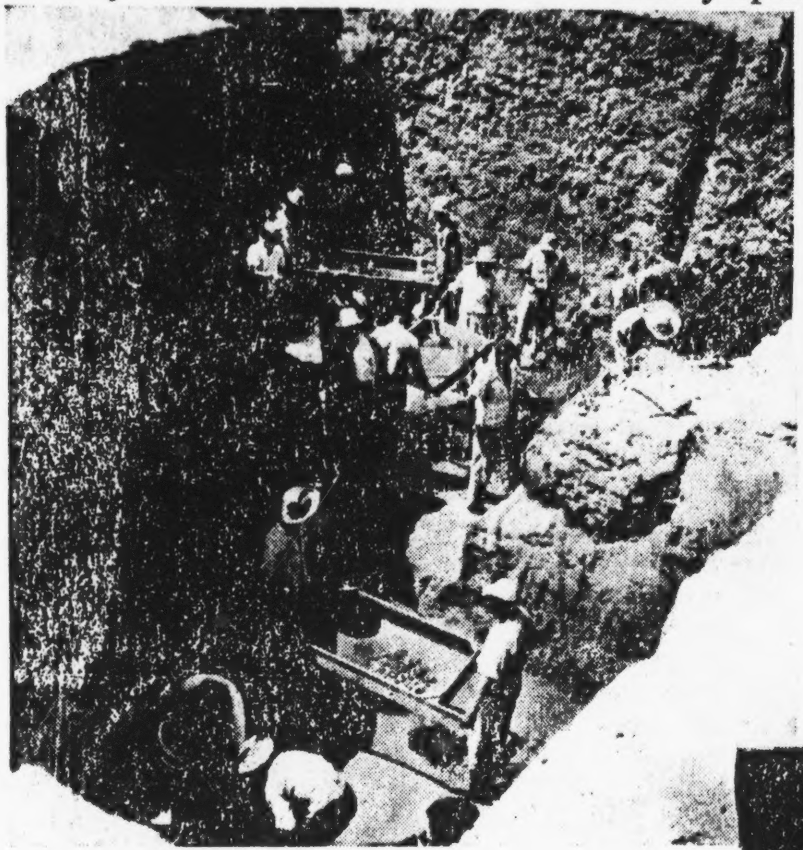
Dr. Meggers said in a telephone interview that the Ecuadorians had probably also come from Asia but by migratory land routes across the Bering Strait, beginning some time between 25,000 and 40,000 years ago.

The visiting Valdivian culture persisted for 2,000 years, the last 500 of which saw the Valdivians meet and mix with another culture, called the Machalilla, Dr. Meggers said. The Machalillan culture developed into the Chorrera culture, which eventually laid the foundation for modern Ecuadorian coastal civilization, she said.

What became of the Valdivian culture, she said, no one knows, but it probably moved southward and gradually became extinct.

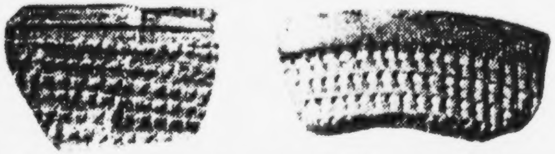
THE NEW YORK TIMES, MONDAY, JANUARY 3,

Pottery Found in Ecuador Hints Japanese Landing in 3000 B.C.

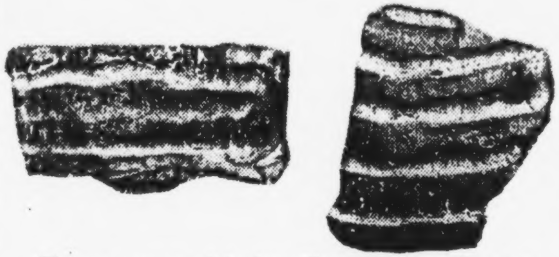


Workers with wire screens sift pottery fragments and other artifacts from debris of earliest level of Valdivian culture in which Japanese-like pottery from Jomon period of 5,000 years ago was unearthed.

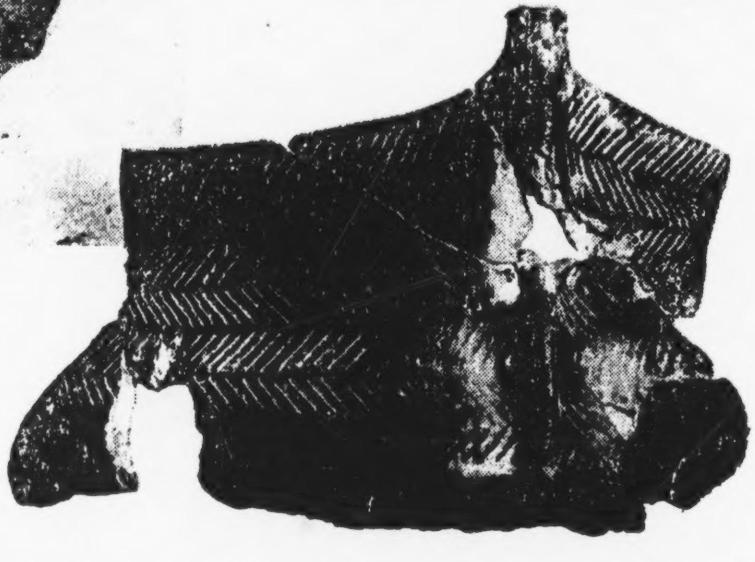
Figure 3.



Parallels between Japanese (left), and Valdivian pottery decoration techniques and design motifs were discovered in matching pottery fragments.



Fingers were used to form the grooves on Japanese pottery on left and on piece of Valdivian pottery.



This piece was the first clue found to the cultural link between prehistoric Japan and Ecuador. Discovery was made by an amateur archeologist in 1961 at the Valdivia dig.

THEME II

SUB-THEME: The Mayas Established One of the Earliest Pre-Columbian Societies.

LEARNING ACTIVITY 2

RATIONALE

Evidence suggests that the Mayas originated in Guatemala and spread into Yucatan (Mexico) where their civilization reached its greatest height. One of the oldest and most peaceful peoples of the pre-columbian period, the Mayas created an advanced civilization that was in full bloom by 300 AD. Although the Mayas borrowed ideas from earlier peoples of Middle America, they created a distinctive culture of their own and were great innovators in their own right. As they were exceptional scientists, astronomers and mathematicians, the Mayas developed the world's most accurate calendar, scientific farming techniques, and an elaborate religious society. They were also fine artists, architects, and sculptors and excelled in the art of jewelry-making and weaving. The Mayas urban masterpiece was Tikal, a city of nearly 100,000, a population far greater than any European city at that time.

PERFORMANCE OBJECTIVES

Students will be able to:

. Identify geographic and climatic features of Mayan civilization
. Identify the technological achievements of the Mayas
. Describe and evaluate primitive and advanced features of Mayan civilization.
. Explain the importance of Mayan civilization to Mexico and other parts of Meso America today.

STRATEGY 1

Geographic factors and climatic conditions have helped to deterine settlement patterns in the earliest societies. This is clearly illustrated by the development of river valley civilizations in Mesopotamia, ancient Egypt, India and China.

. Using Worksheet 5 ("Climatic Regions of the Maya Civilization") have students look at the map key and discuss the differences between the climate zones. In addition to general temperature ask students to rate the zones as to which ones would have heavy rainfall.

. Then distribute Worksheet 6 "Major Mayan Cities" and have the students use Worksheet 5 to draw in the climate zones on Worksheet 6.

. Elicit from students that many early civilizations were located along river valleys.
  - How does the location of the Mayan civilization differ from the early river civilizations of the Middle East and China.
  - Which of the Maya cities (on Worksheet 6) would have the greatest water problem? Which would have the least difficulty in getting sufficient water? Explain your answers.
  - Even today, experts are not sure of the water sources of the northern Maya cities. Give several ideas to explain how the people in those cities were able to exist.

STRATEGY 2

. Recent archaelogical digs have helped to prove that Mayan civilizations existed earlier than had been originally supposed. The reading on Worksheet 7 reports on recent finds on the Mayas and reviews some techniques used by archaeologists.

. Have students read the article on Worksheet (7) and answer the following questions:

- Select the best title for the reading passage from the titles below. Be prepared to justify your answers.
  - . Great Indian Civilizations of Pre-Columbian America
  - . Advanced Calendar Used by Mayans
  - . Knowledge of Mayans Greatly Expanded
- In the paragraph below the heading ~~Five~~ Stages May be Represented, select the topic sentence for that paragraph and one supporting sentence. Select a topic sentence and two supporting sentences from another paragraph in this reading.
- What new information has been discovered about the Mayas?
- Do you believe that archeologists may find that Mayan civilization had its roots in even earlier civilizations than has currently been proven? Why?
- Why are the latest discoveries about the Mayan civilizations important?
- From this reading what can you determine about how archaeologists study an early civilization? How is radio carbon dating used by archaeologists?

STRATEGY 3

. Direct students to examine the figures on Worksheets 8-10 and answer the questions below.

- What does each of these artifacts tell us about Mayan civilization?
- Which items reveal the most about Mayan society? Which would give the most reliable information about the Mayas?
- In what ways might the Mayans be considered "advanced" for their time? What aspects of their society would you consider primitive? Explain.
- What skills are necessary to build a temple as depicted on Worksheet 10?
- What conclusions can you draw about Mayan culture, based on these artifacts?

STRATEGY 4

. Review with students the reasons the Mayas were referred to as "America's Timekeepers."

- Distribute copies of Worksheet 11, "Counting on a Calendar", and have students answer questions A-E.

- To study astronomy, Maya priests needed mathematics. The Mayas understood the value of zero, or nothing. They also understood place-value notation, or positional arithimetic. We use place-value notation when we write numbers today. For example, if we write the number (1), each zero we add to the right of it increases the number by ten times,10; 100; 1,000.

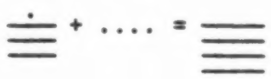
- The simple form of Mayan number-writing involved three symbols: the picture of a shell or possibly some other symbol, for zero; the dot .; and the bar--. The dot equals one, and the bar equals five.

- Write the following on the board:

=0
. =1
.. =2
... =3
.... =4
—— =5
═══ =10

- Ask students to do the problems below, using Maya mathematical symbols.

Example: 16 + 4 = ?
Maya:



Problems:
8 + 20 =
10 - 5 =
6 x 4 =

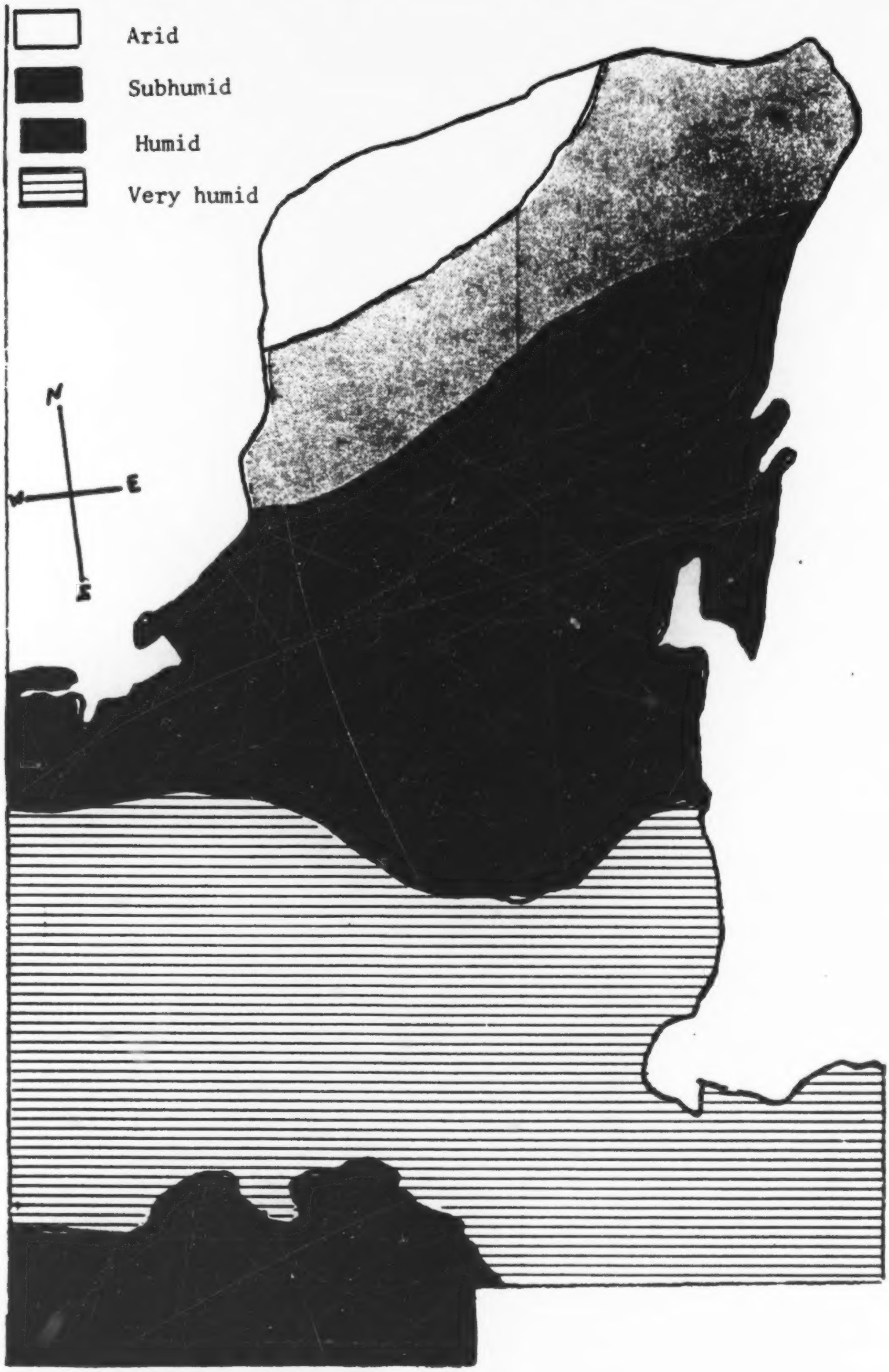
- After the students are familiar with the numbering system ask them to fill in the number for each month.

STRATEGY 5

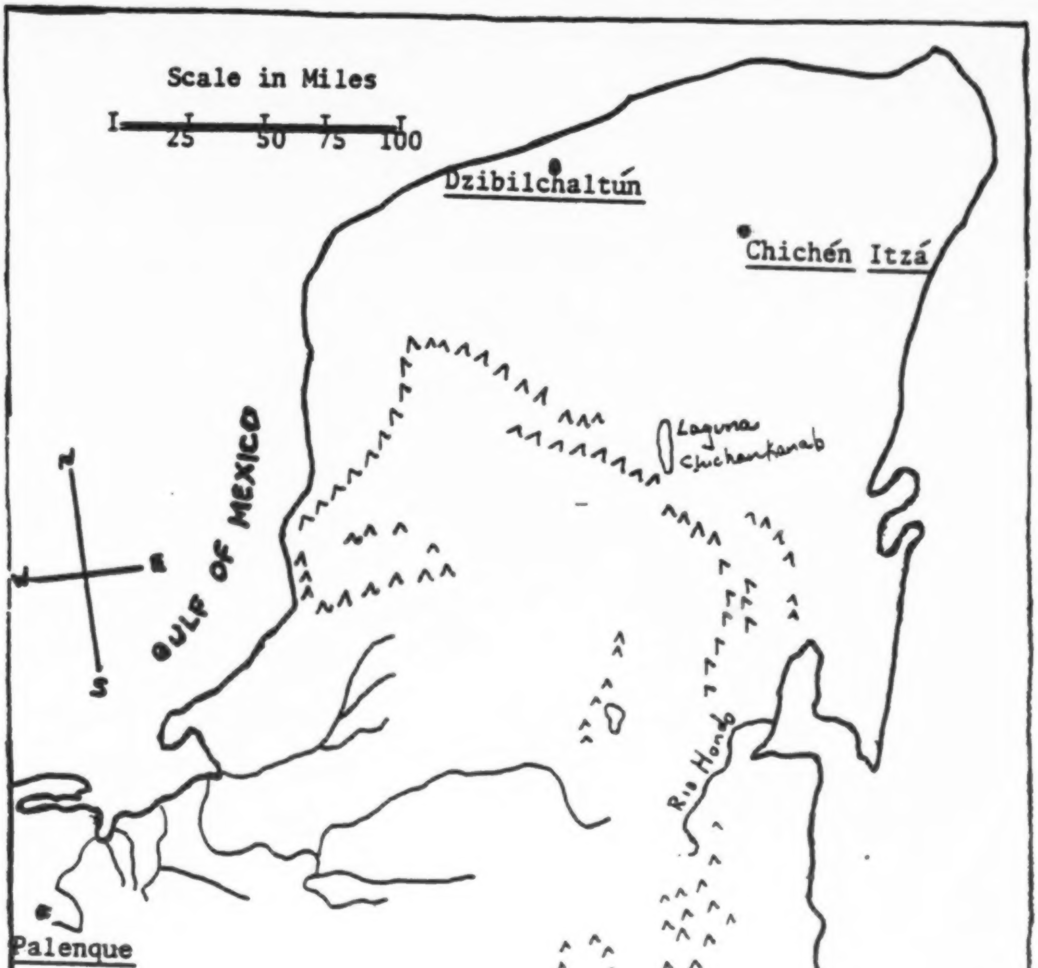
The Mayas were able to construct large cities with great buildings. Although the people's homes were small and simple, the temples were large and imposing, indicating the importance of religion to the people. The diagram of Chichen Itza, a city of the post-classic Maya period, shows the combination of Maya and Toltec architecture. The Toltecs were an Indian group that continued to live in the area after the decline of the Mayas. The diagram on Worksheet 12 depicts a city built around the 12th century.

- Make a transparency of the map on Worksheet 12 and place it on an overhead projection and conduct a discussion with the following questions:
  - From the diagram below, can you draw any conclusions about the following aspects of Mayan and Toltec life:
    - -- sports
    - -- economics
    - -- religion
    - -- culture
  - If you were an architect, would you have designed the city any differently? Why? Why not?
  - Are there any features of the Mayan city that would be found in a modern city in the U.S.?

CLIMATIC REGIONS OF MAYA CIVILIZATION


Arid
Subhumid
Humid
Very humid
N
E
W
S

MAJOR CITIES OF MAYA CIVILIZATION


Scale in Miles
25
50
75
100
N
E
W
S
Dzibilchaltún
Chichén Itzá
GULF OF MEXICO
Laguna Chichankanab
Rio Hondo
Palenque
Yaxchilan
The Petén
Lake Petén Itzá
Rio Usumacinta
Bonampax
Tikal
GULF OF HONDURAS
Lake Izabal
Rio Motagua
Lake Atitlan

Choose the Title

The origin of the great Maya civilization, heretofore dated back to simple farming villages of around 1500 B.C., has been extended another 6,500 years into the past as the result of major new archaeological discoveries made in Belize, on the Yucatan peninsula.

The finds have startled many archeologists because they challenge some assumptions about the origins of the most advanced culture in the Pre-Columbian New World.

For example, it had always been assumed that, like most other ancient civilizations, the change from a mobile, hunting--gathering way of life to that of a settled village was spurred by the development of agricultural crops that needed tending thorugh the seasons.

The new discoveries indicate, however, that the ancestors of the Mayas lived in large villages but not as farmers. Rather, they were skillful exploiters of the abundant fish and shellfish along Belize's Caribbean coast.

As far back as 4200 B.C. the predecessors of the Mayas were enjoying such a healthful and reliable source of seafood that they developed large coastal villages. Preliminary surveys of the sites have turned up fishing equipment, net sinkers and woodworking tools that archeologists suspect were used to make boats. In the ancient refuse heaps there are many conch shells, indicating the ability to harvest a species that lives in water at least 30 feet deep.

The fishing villages, among the oldest known settlements in the New World, represent some of the more than 60 pre-Maya sites discovered earlier this year by Dr. Richard S. MacNeish, director of the Robert S. Peabody Foundation for Archeology in Andover, Mass.

Dr. MacNeish said in an interview that the sites, all in the lowlands of Belize, fall into five recognizable types. They begin with nomadic big-game hunters who lived around 9000 B.C. and develop through the fishing village stage to around 2500 B.C., when large populations expanded inland, planting corn, beans and squash.

Until the new finds, nothing was known of human activity in Maya country prior to 2500 B.C.

Five Stages May Be Represented

The first (stage) is a big-game hunting culture called Lowe-ha. Dr. MacNeish estimates, pending completion of radiocarbon dating, it began around 9000 B.C. and continued until 7500 B.C. Sites have yielded a number of chipped stone artifacts known from elsewhere in the New World as "fishtail points." In other places these have been found with the remains of wild horses and giant sloths that appear to have been killed and butchered.

The second stage, named Sand Hill followed immediately but with a change. Apparently the large mammals became extinct and people turned more to plants for food. There are grinding stones, used to prepare wild seeds, and a variety of woodworking tools--stones flaked into saws, rasps and adzes. There is also a spectacular stone knife about a foot long.

Since mahogany and red cedar were abundant then and one site is on a hill that was an island then (the sea level having been higher), Dr. MacNeish speculates the Sand Hill people made boats. This stage ended around 5500 B.C.

The third culture is called Belize and it lasted until 4200 B.C. There are more grinding tools and stone bowls. In highland parts of Mesoamerica other peoples had already domesticated corn, squash and beans, but the Belize culture did not. It appears that during the wet seasons they collected wild plants for food inland but moved to the coast in dry seasons to gather oysters, lobsters and crabs. "Why eat beans and squash, if you can have lobster," Dr. MacNeish remarked.

The fourth period has been named Melinda. From 4200 to 3300 B.C. there was greater reliance on coastal fishing with the establishment of "great villages," along the shore. Elsewhere highland farmers at this time were still living in what Dr. MacNeish called "crummy little villages."

Progresso, the fifth state, runs from 3300 to 2500 B.C. It appears that, as populations outgrew the coasts, settlements extended up river valleys, with people beginning to adopt farming.

No Pottery Found at Sites

None of the sites in the five stages has yielded pottery, an invention that appears first in the previously known Cuello stage that Dr. Hammond believes began around 2500 B.C.

The full flower of classic Maya culture did not begin until around A.D. 150. For the next six centuries, the Mayas developed a cast and elaborate civilization with scores of architecturally fabulous cities, such as Tikal, throughout what is now Belize, Guatemala, Mexico and El Salvador.

Maya scholars wrote books in hieroglyphics and developed a 365-day calendar. Maya astronomers, unfamiliar with the earth-centered cosmology that hobbled European scientists of the time, even calculated the correct orbital periods of Mars and Venus.

Then, around A.D. 900, Maya culture collapsed. Nobody knows why, but within a generation or so the cities were abandoned and the jungles closed in on the remains of a culture once innovative and wealthy enough to sustain large communities of scholars, artists and craftsmen for 600 years.

The Maya people, however, did not vanish. More than two million Mayan-speaking Indians still maintain an insular and relatively homogeneous, if unremarkable, peanut culture in and around the Yucatan peninsula.

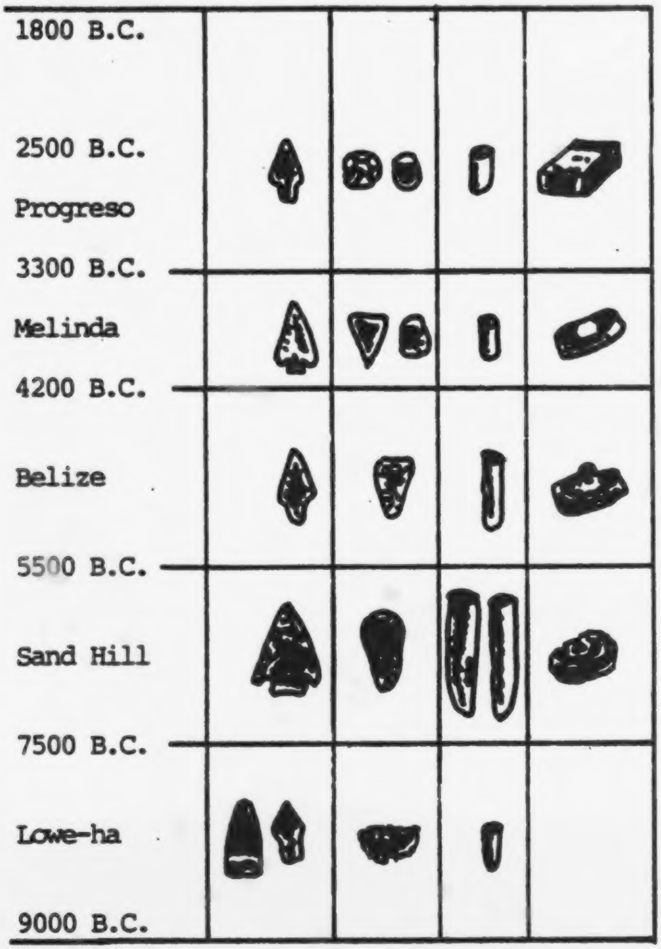
Ever since the ruined cities were first studied in the last century, archeologists have searched for older Maya sites, steadily pushing back the known span of pre-classic Maya culture.

WORKSHEET 7 (continued)

While the Mayas themselves are of great interest, Mayanists, like many other archeologists, have been interested in the larger question of what causes a culture to transform itself from one way of life to another.

If Dr. MacNeish is right, his 60 new sites, reaching back to humanity's original way of life--that of the nomadic hunter-gatherer--may form a nearly continuous chain, linking that original lifestyle to the Maya Indians of today. In between will have been some of the most fundamental and, perhaps, catastrophic changes to have been experienced by a single people.

Artifacts of the Mayas: New Finds


1800 B.C.
2500 B.C.
Progreso
3300 B.C.
Melinda
4200 B.C.
Belize
5500 B.C.
Sand Hill
7500 B.C.
Lowe-ha
9000 B.C.

Source: N.Y. Times, May 13, 1980, Section C, p. 1.

MAYAN GODS

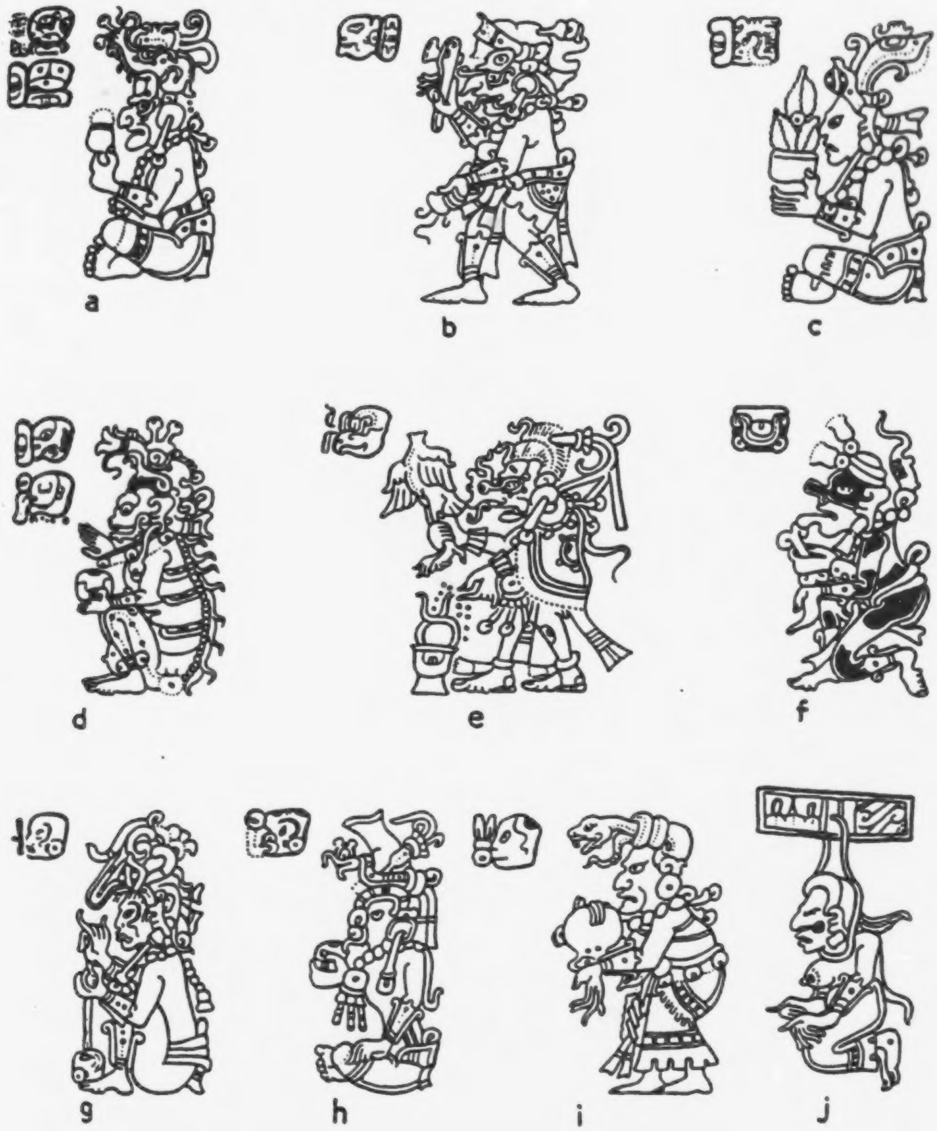


PLATE 29.—PRINCIPAL DEITIES OF THE MAYA PANTHEON AS REPRESENTED IN THE CODICES

(*a*) Itzamna, head of the Maya Pantheon (God D); (*b*) Chac, the rain god (God B); (*c*) Yum Kax, the corn god (God E); (*d*) Ah Puch, the death god (God A); (*e*) the wind god, perhaps Kukulcan (God K); (*f*) the war god (God M); (*g*) the god of sudden death and of human sacrifice (God F); (*h*) Xaman Ek, the North Star god (God C); (*i*) Ixchel, wife of Itzamna and the goddess of childbirth and weaving (Goddess I); (*j*) Ixtab, the goddess of suicide.

Sylvanus G. Morley, The Ancient Maya, 3rd Ed. revised by George W. Brainerd, (Stanford, CA: Stanford University Press, 1956), p. 199

HUMAN SACRIFICE

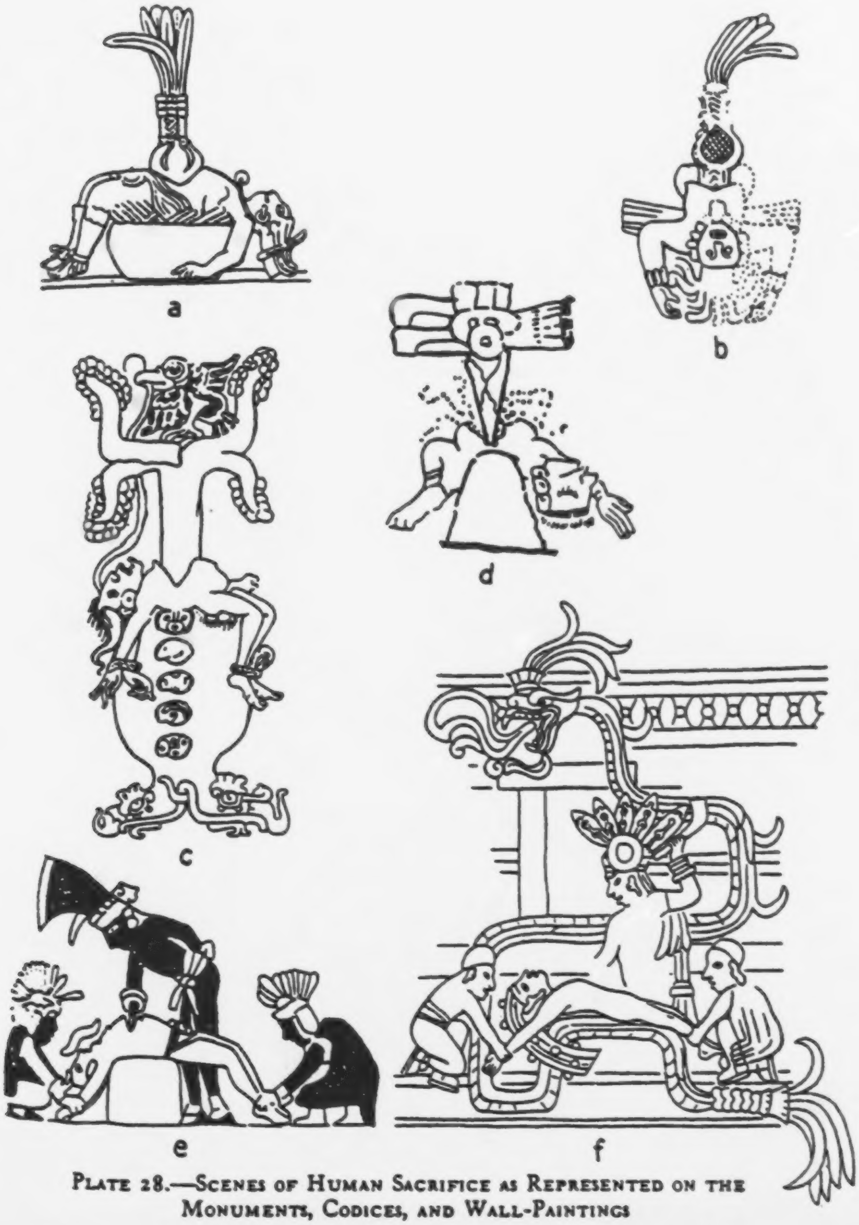


PLATE 28.—SCENES OF HUMAN SACRIFICE AS REPRESENTED ON THE MONUMENTS, CODICES, AND WALL-PAINTINGS

(*a*) Stela 11, Piedras Negras, Peten, Guatemala; (*b*) Stela 14, Piedras Negras; (*c*) Codex Dresdensis; (*d*) Codex Tro-Cortesianus; (*e*) Temple of the Jaguars, Chichen Itza, Yucatan, Mexico; (*f*) Temple of the Warriors, Chichen Itza.

Sylvanus C. Morley, The Ancient Maya, 3rd Ed. revised by George M. Brainerd (Stanford, CA: Stanford University Press, 1956), p. 187

RUZ TOMB AND CALENDAR

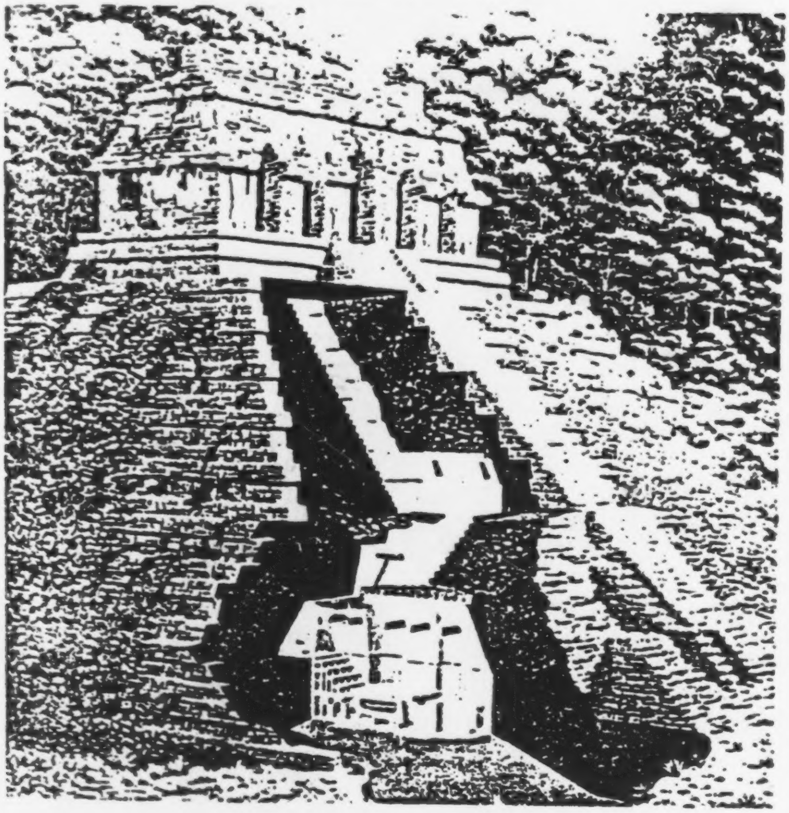


PLATE 27.—CROSS SECTION OF THE RUZ TOMB

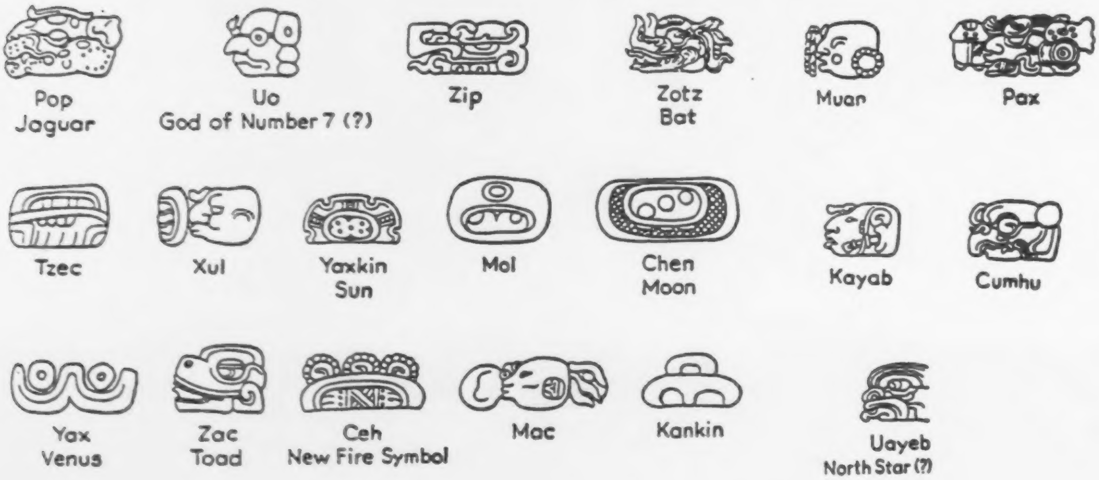
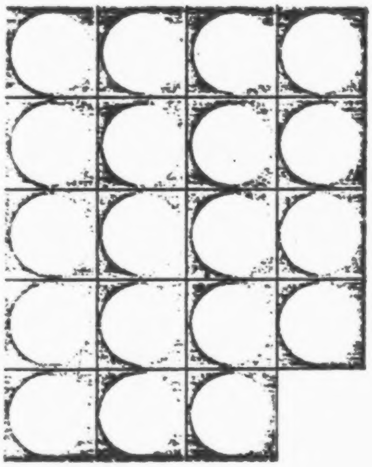

Pop
Jaguar
Uo
God of Number 7 (?)
Zip
Zotz
Bat
Muan
Pax
Tzec
Xul
Yaxkin
Sun
Mol
Chen
Moon
Kayab
Cumhu
Yax
Venus
Zac
Toad
Ceh
New Fire Symbol
Mac
Kankin
Uayeb
North Star (?)

FIG. 13.—Name glyphs of the patron gods of the nineteen Maya months.

Sylvanus G. Morley, The Ancient Maya, 3rd Ed. revised by George M. Brainerd, (Stanford, CA: Stanford University Press, 1956), p. 205

Counting on a Calendar

Many ancient societies counted time differently from the way we do today. In fact, some countries still have calendars which differ from ours. Below is a calendar familiar to all Americans. Next to it is an outline showing how a Maya calendar might have looked. Copy the diagram onto a separate sheet of paper. Then prepare a possible Maya calendar as follows below.



A. Using our own calendar, figure out how many days there are in a normal year.

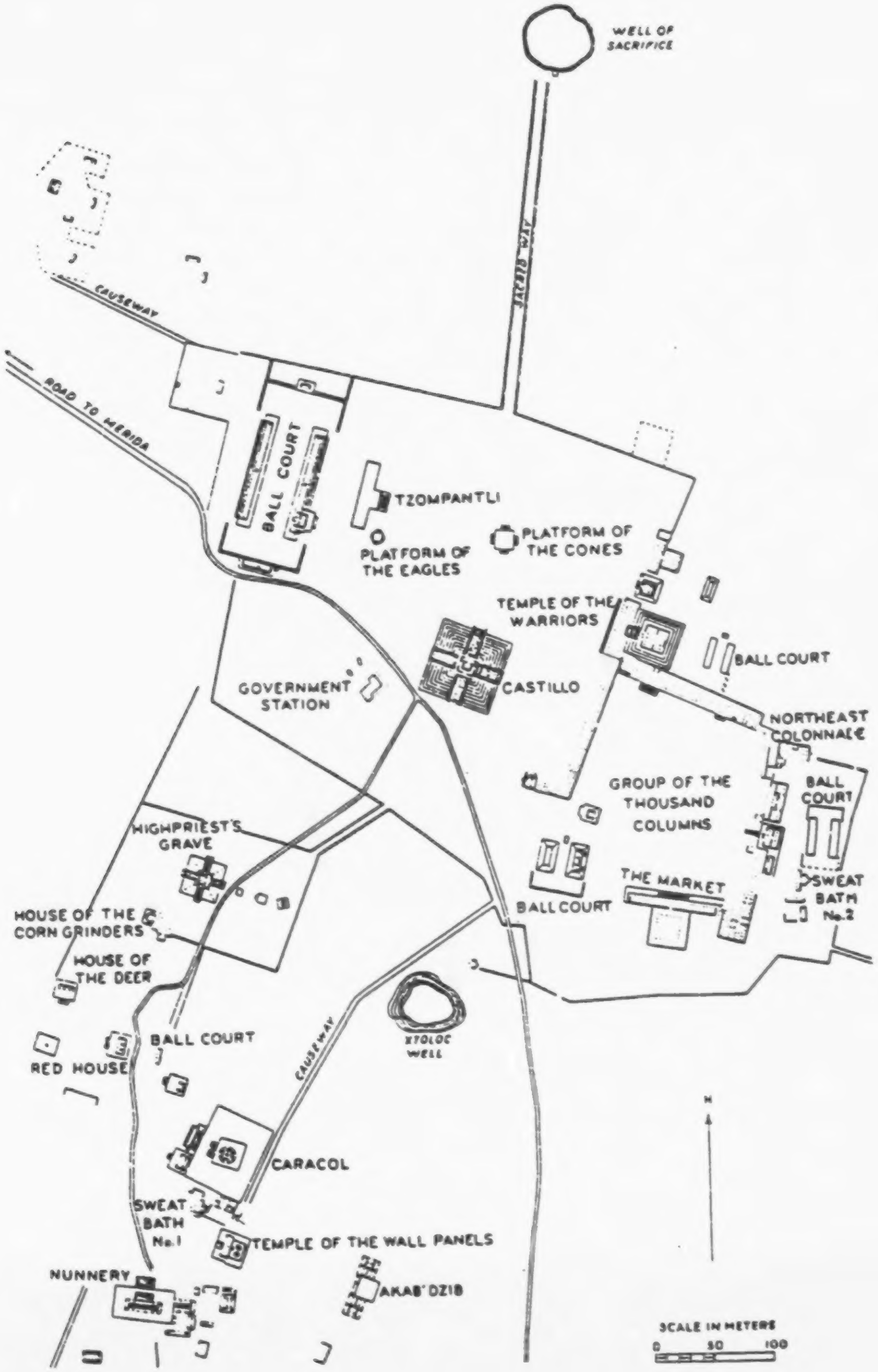
B. The Maya calendar had 19 months. Eighteen of the months were the same length. The last month was five days long. How many days did the other 18 months have?

C. Now take a moment to consider how you would divide up the Maya calendar. Does a seven-day week seem convenient? Why might a five-day week be better? If there were only five days in a week, how many weeks would there be in a year?

D. Decide how many days you wish to put in a week. Then fill in the months and dates for a possible Maya calendar. Make up names for each month.

E. Can you see any advantage to the Maya calendar system? Why is it important to have a calendar at all?

Source: William Johnson, et al., Empires Beyond Europe: Asia, Africa and the Americas, (New York, N.Y.: Scholastic Book Services, 1976) p. 111


WELL OF SACRIFICE
SACRED WAY
CAUSEWAY
ROAD TO MERIDA
BALL COURT
TZOMPANTLI
PLATFORM OF THE EAGLES
PLATFORM OF THE CONES
TEMPLE OF THE WARRIORS
BALL COURT
CASTILLO
GOVERNMENT STATION
NORTHEAST COLONNADE
GROUP OF THE THOUSAND COLUMNS
BALL COURT
HIGHPRIEST'S GRAVE
THE MARKET
SWEAT BATH No.2
BALL COURT
HOUSE OF THE CORN GRINDERS
HOUSE OF THE DEER
XTOLOC WELL
BALL COURT
RED HOUSE
CAUSEWAY
N
CARACOL
SWEAT BATH No.1
TEMPLE OF THE WALL PANELS
NUNNERY
AKAB'DZIB
SCALE IN METERS
0
50
100

—Map of the Central Section of Chichen Itza

Source: Sylvanus G. Morley, The Ancient Maya, (Stanford, Calif.: Stanford University Press, 1968) p. 283

SUB-THEME: Social Values of Aztec Society

LEARNING ACTIVITY 3

RATIONALE

The Aztecs arose as a nomadic and war-like people in the north of Mexico some time around 1100 and migrated to the central areas. Following their victories in a number of wars, they were able to carve out the most extensive empire thus far in the region. At the height of the empire, the Aztec system embraced most of central and southern Mexico except for the regions controlled by the Maya.

The political organization of the Aztec state on the eve of the Spanish conquest represented a mixture of tribal democracy, theocracy, and royal absolutism with the last two steadily gaining control.

The exercises have students examine illustrations and draw conclusions about the social values of Aztec society. The readings depict a marketplace, the life of the peasants, and the royal household of Montezuma. Students are asked to draw inferences and make comparisons.

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe some social values of Aztec society.
- Compare and contrast Aztec attitudes towards particular careers with those of current societies.
- State a hypothesis about the government and wealth of the Aztecs.
- Describe the division of labor that existed in the Aztec marketplace.
- Hypothesize about the lifestyle of the aristocracy and the merchant class.
- Compare the lifestyle of the peasants with that of the aristocracy.
- Evaluate the fairness of treatment of the peasants.

- Explain the importance of ceremony in Montezuma's household.

STRATEGY 1

- Distribute Worksheet 13, "Career Training in Aztec Society."
- Have students read the passage and study the illustrations carefully.
- Use the following questions for discussion and/or writing assignments.
  - What occupations are shown?
  - What is the difference in the working age in Aztec society and in our own?
  - Do you think the young people in the illustrations are fully trained in their jobs? Why or why not?
  - From this picture, can you determine the different roles of men and women in Aztec society? To what extent are the roles given women and men different in today's Western society? Explain.
  - Would there be more reason for roles to be different in Aztec society? Explai

STRATEGY 2

. Distribute Worksheet 14. Use the following questions to help students interpret the pictures and compare and contrast Aztec society with their own.

- Can you draw any conclusions about Aztec civilization from the type of activities portrayed in these wall paintings?

- How are those on the right hand side of the worksheet similar?

- Why do you think the noose is placed in the lower right-hand corner of the picture? For whom might the noose be?

- What can we conclude about Aztec society by reviewing the activities on the worksheet?

- Explain which occupations are still in existence today.

- Which activities, if any, are not in existence today? Why?

- Are there any professions that have changed from "bad" to "good"?

STRATEGY 3

. Distribute Worksheet 15. Ask students what is happening in the pictures. If students have difficulty in answering this question, tell them that in the first picture a boy is being held over a fire of burning peppers to make his eyes smart. A girl is being threatened with the same punishment.

. Other questions for the students are included in the worksheet.

STRATEGY 4

. Have students read Worksheet 16, "The Halls of Montezuma," and answer the questions on the worksheet.

STRATEGY 5

The Aztecs developed a sophisticated economic system featuring division of labor in the marketplace. They had highly skilled craftsmen who produced many items described in the reading "Aztec Industry and Commerce" (Worksheet 17). The luxurious tastes of the Aztec aristocracy are demonstrated by the types of goods and services exchanged at the marketplace in Tenochtitlán, the major city of the Aztecs.

- Distribute copies of "Aztec Industry and Commerce" (Worksheet 17) and ask students to answer the following questions:
  - Why were different products sold in different streets? How is this arrangement similar to the way goods are sold in New York City? (Example: garment district, music stores along 52nd Street, the diamond center on 47th Street, etc.)
  - What conclusions can you draw about the culture and lifestyle of the aristocracy from the products sold in the marketplace?
  - Do you think it was a good idea to have judges decide disputes that arose in the marketplace? Why? Why not?

STRATEGY 6

The unit of Aztec social organization was the clan, or calpulli; this comprised a number of families that claimed descent from a common ancestor and was governed by a chief chosen by an elected council of elders. Twenty such clans, each occupying a distinct ward or quarter of the city, made up the population of Tenochtitlán. Each clan owned certain carefully bounded lands that were assigned in lots to individual families for their use but could not be transferred or sold. The rank and file of the clan membership, the macehuales or free peasantry, had to pay tribute in the form of labor on certain parts of the clan lands assigned for the support of the crown, the local chieftain, and the priesthood.

- Distribute copies of the reading, "The Condition of the Aztec Peasantry" on Worksheet 18, and ask students to answer the following questions:
  - How would you describe the treatment of the peasantry by the nobles? Were the peasants treated fairly? Why or why not?
  - Why do you think the peasants paid tribute to the lord?
  - If you were the new ruler of the Aztecs, would you change the relationship between the peasants and the lords? Why? Why not?
  - Based on this and the preceding reading (Worksheet 17), can you show how the lifestyle of the peasants and the aristocrats might have been different?
  - Draw a diagram of how you think the commercial part of Tenochtitlán might have looked.
  - Contrast the lifestyle of the peasantry with the lifestyle of the aristocracy as revealed in the reading in Strategy 5. What problems might a society experience with such extremes of wealth and poverty?
  - Do you think the author of "The Condition of the Aztec Peasantry" might be biased? Why? Why not?

STRATEGY 7

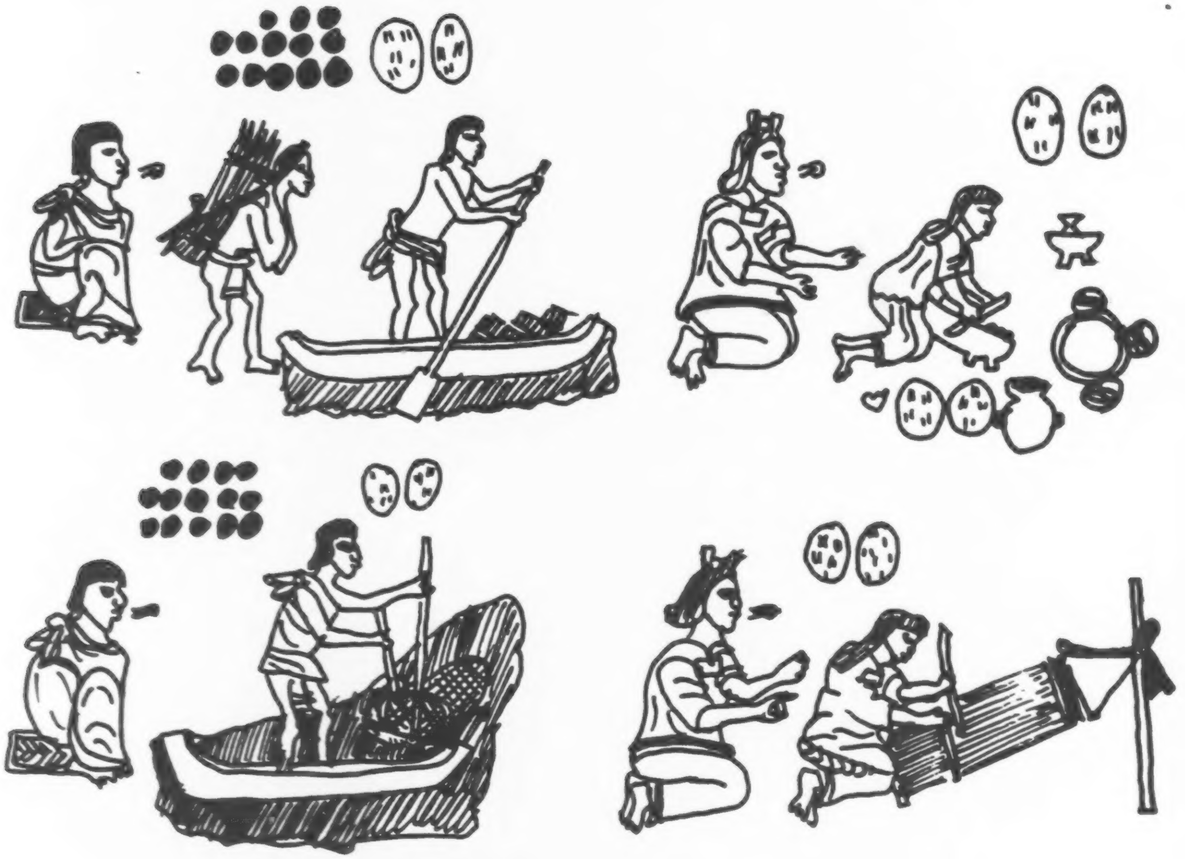
. Distribute copies of Worksheet 18A "Quetzalcoatl, the Feathered God," and have students answer the following questions:

- What does this reading tell us about Aztec religion? Why do you think the Indians of Mexico had many gods? How could the gods help make life easier?

- When Cortes arrived the Aztecs believed he was Quetzacoatl. Why might they believe he was Quetzacoatl? Do you think their belief that Cortez was a god would affect their ability to defeat the Spanish conquistadors?

- In the Mexican story Quetzacoatl was both a god and a human. Similar stories are told as part of many religions. Can you think of any religious stories with any similarities to the story of Quetzacoatl? What exactly are the similarities? What differences are there?

- There are many theories as to who Quetzacoatl really was. Was he a wise Indian leader? Was he a European explorer who arrived in the New World before Columbus? Was he an ancient astronaut? Was he a god? Give evidence to support one of these theories. What additional evidence might you need to prove your theory?

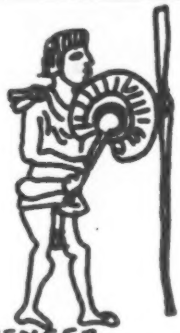


CAREER TRAINING IN AZTEC SOCIETY

In the Aztec home the parents were expected to give career guidance to their children. Although the Aztecs' lives were greatly controlled by the government and there was little personal freedom, it was possible for children from poor families to reach positions of power and importance. Intelligence and hard work were rewarded.

School for Aztec children did not begin until they were fifteen years old but education began at home at the age of three. Little children were given toys that were smaller versions of the tools and implements used by adults. By age six, the children were given regular family chores.

The illustrations above show the training of teenagers in Aztec society. The ages of the children are shown by black dots; the larger circles are daily food rations for these children.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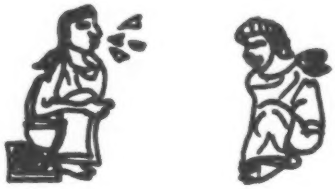
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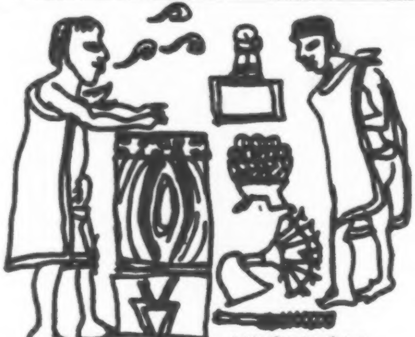
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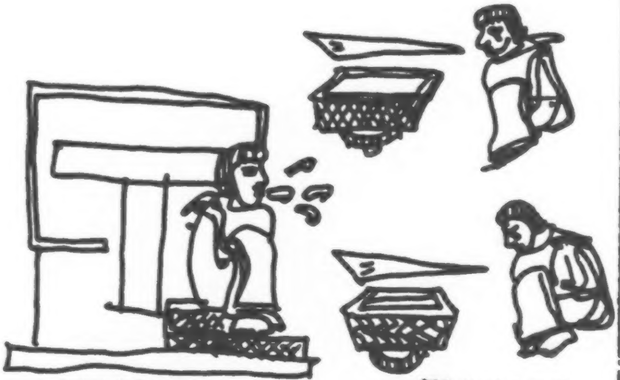
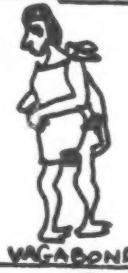
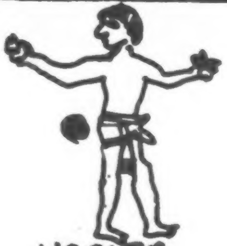

OVERSEER

FARMERS


VAGABOND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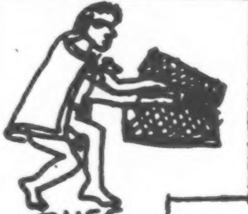
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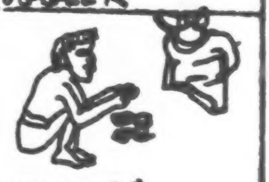
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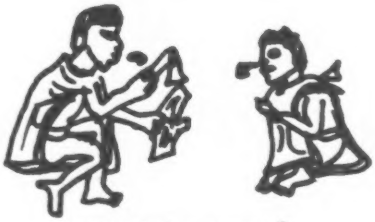
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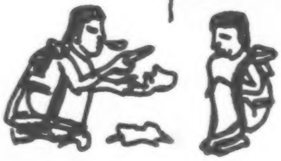
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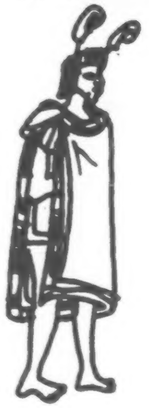
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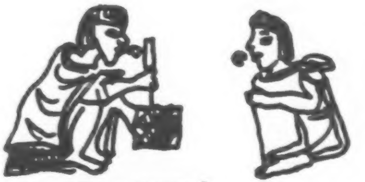
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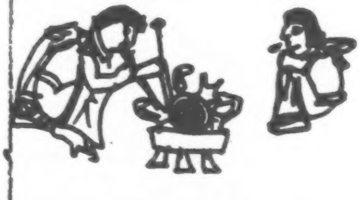
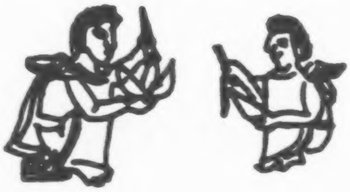
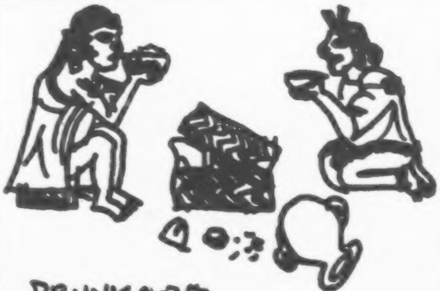
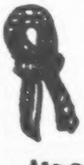
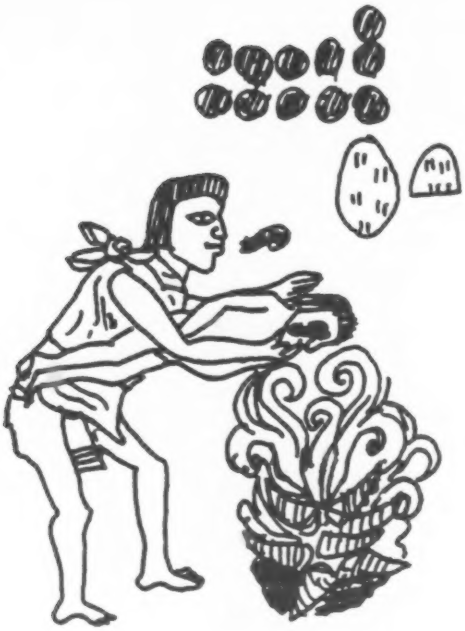
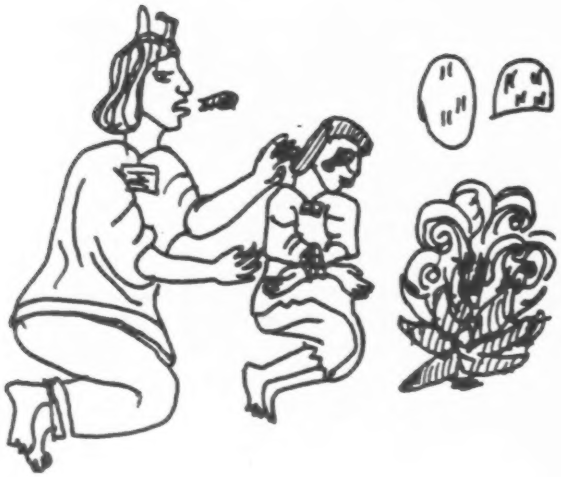

METALWORKER


FEATHER WORKER


DRUNKARD


NOOSE





1. What is happening in the picture?
2. How old are the children?
3. What does the illustration tell you of the Aztecs' beliefs about bringing up children?
4. Compare present-day American beliefs about punishment with those of the Aztecs.
    - Write a letter to a group of Aztec parents explaining your views on their methods of punishing children.

THE HALLS OF MONTEZUMA

(The following is a description of the ceremonies held in Montezuma's palace as described by an eyewitness, the historian Bernal Diaz del Castillo.)

The Great Montezuma was about forty years old, of good height and well proportioned, slender and spare of flesh, not very swarthy, but of the natural colour and shade of an Indian. He did not wear his hair long, but so as just to cover his ears, his scanty black beard was well shaped and thin. His face was somewhat long, but cheerful, and he had good eyes and showed in his appearance and manner both tenderness and when necessary, gravity. He was very neat and clean and bathed once every day in the afternoon. He had many women as mistresses, daughters of Chieftains and he had two great Cacicas as his legitimate wives.

The clothes that he wore one day, he did not put on again until four days later. He had over two hundred chieftains in his guard, in other rooms close to his own, not that all were meant to converse with him, but only one or another, and when they went to speak to him they were obliged to take off their rich mantles and put on others of little worth, but they had to be clean, and they and to enter barefoot with their eyes lowered to the ground, and not to look up in his face. And they made him three obeisances, and said: "Lord, my Lord, my Great Lord," before they came up to him, and then they made their report and with a few words he dismissed them, and on taking leave they did not turn their backs until they left the room. I noticed another thing, that when other chiefs came from distant lands about disputes or business, when they reached the apartments of the Great Montezuma, they had to come barefoot and with poor mantles, and they might not enter directly into the Palace, but had to loiter about a little on one side of the Palace door, for to enter hurriedly was considered to be disrespectful.

For each meal, over thirty different dishes were prepared by his cooks according to their ways and usage, and they placed small pottery braziers beneath the dishes so that they should not get cold. They prepared more than three hundred plates of the food that Montezuma was going to eat, and more than a thousand for the guard. When he was going to eat, Montezuma would sometimes go out with his chiefs and stewards, and they would point out to him which dish was best and of what birds and other things it was composed, and as they advised him, so he would eat, but it was not often that he would go out to see the food, and then merely as a pastime...

Let us cease speaking of this and return to the way things were served to him at meal times. It was in this way: if it was cold they made up a large fire of live coals of a firewood made from the bark of trees which did not give off any smoke, and the scent of the bark from which the fire was made was very fragrant, and so that it should not give off more heat than he required, they placed in front of it a sort of screen adorned with figures of idols worked in gold. He was seated on a low stool, soft and richly worked, and the table, which was also low, was made in the same style as the seats, and on it they placed the table cloths of white cloth and some rather long napkins of the same material. Four very beautiful clean women brought water for his hands in a sort of deep basin which they call xicales, and they held others like plates below to catch the water, and they brought him tortilla bread, and as soon as he began to eat they placed before him a sort of wooden screen painted over with gold, so that no one should watch him eating. Then the four women stood aside, and four great chieftains who were old men came and stood beside them , and with these Montezuma now and then conversed, and asked them questions, and as a great favour he would give to each of these elders a dish of what to him tasted best. They say that these elders were his near relations, and were his counsellors and judges of law suits, and the dishes and food which Montezuma gave them they ate standing up with much reverence and without looking at his face. He was served on Cholula earthenware either red or black. While he was at his meal the men of his guard who were in the rooms near to that of Montezuma, never dreamed of making any noise or speaking aloud. They brought him fruit of all the different kinds that the land produced, but he ate very little of it. From time to time they brought him, in cupshaped vessels of pure gold, a certain drink made from cacao, and the women served this drink to him with great reverence.

Sometimes at meal-times there were present some very ugly humpbacks, very small of stature and their bodies almost broken in half, who are their jesters, and other Indians, who must have been buffoons, who told him witty sayings, and others who sang and danced, for Montezuma was fond of pleasure and song, and to these he ordered to be given what was left of the food and the jugs of cacao. Then the same four women removed the table cloths, and with much ceremony they brought water for his hands and Montezuma talked with those four old chieftains about things that interested him, and they took leave of him with the great reverence in which they held him, and he remained to repose.

QUESTIONS FOR DISCUSSION:

-How did Montezuma use his power? What can you tell about Montezuma's wealth?

-Why do you think Montezuma allowed such elaborate ceremonies to occur?

-What can you determine about the role of women in Aztec society?

-Would you want to live like Montezuma? Why? Why not?

-How do you think the people felt about Montezuma? How do you think he treated the masses of people?

-Define the following words and use each one in a sentence: swarthy, mantles, buffoon, repose, fragrant.

AZTEC INDUSTRY AND COMMERCE

The following is a letter from Cortes to Emperor Charles V, describing the great market at Tenochitlan. At the time of this letter, an aristocracy (upper class or nobility) has arisen in Aztec society. To satisfy the desires of the upper classes, a class of merchants (businessmen) arose. These merchants travelled all over Mexico and to other parts of the world exchanging a wide variety of products.

The city has many squares where markets are held and trading is carried on. There is one square, twice as large as that of Salamanca, all surrounded by arcades, where there are daily more than sixty thousand souls, buying and selling, and where are found all the kinds of merchandise produced in these countries, including food products, jewels of gold and silver, lead, brass, copper, zinc, stone, bones, shells, and feathers. Stones are sold, hewn and unhewn, adobe bricks, wood, both in the rough and manufactured in various ways. There is a street for game, where they sell every sort of bird, such as chickens, partridges, quails, wild ducks, flycatchers, widgeons, turtle-doves, pigeons, reed-birds, parrots, owls, eaglets, owlets, falcons, sparrow-hawks and kestrels, and they sell the skin of some of these birds of prey with their feathers, heads, beaks, and claws. They sell rabbits, hares, and small dogs which they castrate and raise for the purpose of eating.

There is a street set apart for the sale of herbs, where can be found every sort of root and medical herb which grows in the country. There are houses like apothecary shops, where prepared medicines are sold, as well as liquids, ointments, and plasters. There are places like our barber's shops, where they wash and shave their heads. There are houses where they supply food and drink for payment. There are men, such as in Castile are called porters, who carry burdens. There is much wood, charcoal, brasiers, made of earthenware, and mats of divers kinds for beds, and others, very thin, used as cushions and for carpeting halls, and bedrooms. There are all sorts of vegetables, and especially onions, leeks, garlic, borage, nasturtion, water-cresses, sorrel, thistles, and artichokes. There are many kinds of fruits, amongs others cherries, and prunes, like the Spanish ones. They sell bees-honey and wax, and honey made of corn stalks, which is as sweet and syrup-like as that of sugar, also honey of a plant called maguey , which is better than most; from these same plants they make sugar and wine, which they also sell.

They also sell skeins of different kinds of spun cotton, in all colours, so that it seems quite like one of the silk markets of Granada, although it is on a greater scale; also as many different colours for painters as can be found in Spain and of as excellent hues. They sell deer skins with all the hair turned on them, and of different colours; much earthenware, exceedingly good, many sorts of pots, large and small, pitchers, large tiles, an infinite variety of vases, all of very singular clay, and most of them glazed and painted. They sell maize, both in the grain and made into bread, which is very superior in its quality to that of the other islands and mainland; pies of birds, and fish, also much fish, fresh, salted, cooked and raw, eggs of hens, and geese, and other birds in great quantity, and cakes made of eggs.

Finally, besides those things I have mentioned, they sell in the city markets everything else which is found in the whole country and which on account of the profusion and number, do not occur to my memory, and which also I do not tell of, because I do not know their names.

Each kind of merchandise is sold in its respective street; and they do not mix their kinds of merchandise of any species; thus they preserve perfect order. Everything is sold by a kind of measure, and, until now, we have not seen anything sold by weight.

There is in this square a very large building, like a court of justice, where there are always ten or twelve persons, sitting as judges, and delivering their decisions upon all cases which arise in the markets. There are other persons in the same square who go about continually among the people, observing what is sold, and the measures used in selling, and they have been seen to break some which were false.

From: The Letters of Cortés to Charles V, translated and edited by Francis A. McNutt, New York, 1908, vol. 1, pp. 257-259.

THE CONDITION OF THE AZTEC PEASANTRY

The Spanish Writer, Gonzalo Fernandez de Oviedo y Valdes, 1478-1557, took a dim view of the condition of the Aztec common man before the Conquest. Oviedo was doubtless influenced by a desire to demonstrate the advantages of the new Spanish order.

The Indians of New Spain, I have been told by reliable persons who gained their information from Spaniards who fought with Hernando Cortés in the conquest of that land, are the poorest of the many nations that live in the Indies at the present time. In their homes they have no furnishings or clothing other than the poor garments which they wear on their persons, one or two stones for grinding maize, some pots in which to cook the maize, and a sleeping mat. Their meals consist chiefly of vegetables cooked with chili and bread. They eat little--not that they would not eat more if they could get it, for the soil is very fertile and yields bountiful harvests, but the common people and plebeians suffer under the tyranny of their Indian lords, who tax away the greater part of their produce in a manner that I shall describe. Only the lords and their relatives, and some principal men and merchants, have estates and lands of their own; they sell and gamble with their lands as they please, and they sow and harvest them but pay no tribute. Nor is any tribute paid by artisans, such as masons, carpenters, featherworkers, or silversmiths, or by singers and kettledrummers (for every Indian lord has musicians in his household, each according to his station). But such persons render personal service when it is required, and none of them is paid for his labor.

Each Indian lord assigns to the common folk who come from other parts of the country to settle on his land (and to those who are already settled there) specific fields, that each may know the land that he is to sow. And the majority of them have their homes on their land; and between twenty and thirty, or forty and fifty houses, have over them an Indian head who is called tiquitlato, which in the Castilian tongue means "the finder (or seeker) of tribute." At harvest time this tiquitlato inspects the cornfield and observes what each one reaps, and when the reaping is done they show him the harvest, and he counts the ears of corn that each has reaped, and the number of wives and children that each of the vassals in his charge possesses. And with the harvest before him he calculates how many ears of corn each person in that household will require till the next harvest, and these he gives to the Indian head of that house; and he does the same with the other produce, namely kidney beans, which are a kind of small beans, and chili, which is their pepper; and chia, which is as fine as mustard seed, and which in warm weather they drink, ground and made into a solution in water and use for medicine, roasted and ground; and cocoa, which is a kind of almond that they use as money, and which they grind, make into a solution, and drink; and cotton, in those places where it is raised, which is in the hot lands and not the cold; and pulque, which is their wine; and all the various products obtained from the maguay plant, from which they obtain food and drink and footwear and clothing. This plant grows in the cold regions, and the leaves resemble those of the cinnamon tree, but are much larger. Of all these and other products they leave the vassal only enough to sustain him for a year. And in addition the vassal must earn enough to pay the tribute of mantles, gold, silver, honey, wax, lime, wood, or whatever products it is customary to pay as tribute in that country. They pay this tribute every forty, sixty, seventy, or ninety days, according to the terms of the agreement. This tribute also the tiquitlato receives and carries to his Indian lord.

In all the towns Montezuma had his designated lands, which they sowed for him in the same way as the temple lands; and if no garrison was stationed in their towns, they would carry the crops on their backs to the great city ot Temestitan (Tenochtitlan); but in the garrison towns the grain was eaten by Montezuma's soldiers, and if the town did not sow the land, it had to supply the garrison with food, and also give them chickens and all other needful provisions.

Source: Gonzalo Fernández de Oviedo y Valdés, Historia general y natural de las Indias, Asunsion, Paraguay, 1945, vol. 10, pp. 110-114.

Quetzalcoatl, the Feathered God

The Aztecs, Mayas, and other early tribes of Mexico had many different gods. They had gods of the sun, moon, wind, and rain, as well as gods of learning and of war. The most interesting of all was their god Quetzalcoatl. Quetzalcoatl was a god whose kindness and wisdom represented the best qualities of the Mexican people. His name meant "feathered serpent." The god is usually pictured in drawings, murals, and sculpture not as a man, but as a snake with a circle of feathers around its neck. This design is still used today in Mexican art.

The story of Quetzalcoatl is confusing because he was equally a god and a man. As a god it is said that he did many things for the ancient Mexicans. He brought them corn, and told them how to plant and harvest it. He showed them how to read and write. He taught them to govern wisely.

As a man, Quetzalcoatl was once a leader of the Toltec kingdom. But he did not look like the other Toltecs. He was light-skinned, while they were brown-skinned. He wore a beard, but they did not. He was a wise and admired ruler. He believed that his people should present flowers and feathers to the gods, rather than human sacrifices. Finally he was driven out by an evil group jealous of his power. But to the people who loved him he promised to return. He told them to look for him in the year One Reed.

With a small band of followers he moved eastward into the land of the Mayas. The Mayas had a god called Kukulkan (Koo-kool-KAHN), which in their language also meant "feathered serpent." For this reason it is believed Quetzalcoatl had spent some time among the Mayas.

It is said that Quetzalcoatl left Mexico riding across the eastern sea. He rode into the rising sun in a boat made of serpents. Later he became the morning and evening star, which today we call Venus.

The ancient Mexicans mourned the disappearance of Quetzalcoatl. Many eagerly awaited the year One Reed when he would return to lead them once more.

Source: Alan Riese and Beverly W. Rodgers, Return to Aztlan, Cambridge, Mass., Educators Publishing Service, Inc., 1979, p. 26.

SUB-THEME: The Incas Established a Vast Empire in Peru

LEARNING ACTIVITY 4

RATIONALE

Although the specific origin of the Inca civilization is uncertain, it appears to have radiated from the central highlands of Peru. The Incas rose to prominence in central and northern Peru around 1300 A.D. The unusual stability and preservation of many stone structures attest to a high degree of skill and enterprise. The strength of the Incas rested in their organization and establishment of a complex administrative and communications system which was able to hold a far-flung empire together. The suspension bridge was crucial to the administration of the empire. Their agricultural system included important advances in irrigation and vast systems of terracing which turned almost vertical sections of the Andes into farm land. Another notable achievement of the Incas was the development of more than 700 varieties of the potato and corn. At the time of the Spanish conquest, the Inca empire was estimated at more than six million inhabitants.

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the importance of the Andes mountains to people living in Peru.
- Explain how the Incas were able to maintain a great empire.
- Describe the achievements of Inca civilization.
- Use the tools of the archaeologist to draw concusions about Inca society.
- Describe the advanced farming techniques of the Incas.

STRATEGY 1

- Display a map of South America (Worksheet 19).
- Help the students locate the Andes and Peru. Use the following questions to help students interpret the map.
    - How do the Andes affect the lives of the people?
    - What problems might the mountains create?
    - If you were traveling southward on the western coast of South America, where would you decide to settle? Why?
    - Where is Peru located?
    - Where is the city of Cuzco located? Why do you think the city developed in the mountains?

STRATEGY 2

- Have students read "People of the Andean Region" on Worksheet 20 and answer the following:

- What prevented people in the Andean region from traveling or trading with each other?
- How did the Incas overcome these obstacles?
- A government which provides for the basic needs of its people is called a "welfare state." Give specific examples to prove that the Inca Empire was a welfare state.
- Inca government, based on an all-powerful king and a people who willingly worked for him, provided "social security" for all its subjects: no one starved; even the elderly were cared for; no teenager needed to look for a job. Some historians think dependence on government makes people passive too willing to submit to authority. What do you think?
- Why do you think the Incas were so easily conquered by the Spaniards?
- Would you like to live in a society where all your needs are provided by the government?

STRATEGY 3

Roads were vital to the life of the Incan Empire. One of the great challenges to roadbuilding, however, was the rugged mountain terrain. Bridges were necessary to cross over rivers and deep mountain gorges. The Incas were handicapped in solving this problem because wood was not readily available and because they did not know the arch. In this brief selection, an authority on Incas life describes how the Incas built their bridges

The material given on Worksheet 21 might be used not only to study an important technical achievement of the Incas, but also to relate the development of technology to the growth of the Incan Empire.

Questions for Discussion

1. Why was it necessary for the Incas to learn to build bridges?
2. What materials did the Incas use to make their bridges?
3. Which type of bridge construction was considered the greatest Inca engineering achievement? Why?
4. Do we have any suspension bridges in New York City? Name two of them.
5. How did the bridge builders make it easier for the Incas to rule their empire?

STRATEGY 4 Read and summarize the following to the class:

. The Inca road systems were designed more for conquest and administration then for trade (see Worksheet 22). The Incas built roads to keep order in an empire that stretched for more than 2,500 miles. Trained relay runners, chasquis, used the roads to carry messages.

. The Inca highway system crisscrossed Peru's coast from Columbia to Chile with over 7,000 miles of roads. Two main arteries, one in the highlands and the other along the coast, were linked by lateral routes. Designed only for llama and foot traffic, the roads varied in width according to the terrain. In the mountains the roads were carved out of the sides of cliffs. Suspension bridges and pontoon bridges were used where the highways had to cross rivers or deep ravines.

Questions for Discussion

- How did the Inca system of roads help keep the Inca empire together?
- How could roads be used to expand the empire?
- Find and name two cities connected by lateral roads. Name two cities connected by the high road and two connected by the coastal road.

Suggested Activities

. Do a research project on the chasquis, the Inca runners who carried the messages. Include the clothing and footwear of the Incas and the quipus (ropes used for counting) they carried. Make a quipu.

. Report on the llama, alpacas, and vicunas. Why were the llamas the beasts of burden? What was the effect of the introduction of the horse.

. Make models of the suspension bridges and pontoon bridges the Incas used to cross rivers and ravines. List the materials used in bridge construction.

. Describe the tampus, or way-stations, that were built along the road system.

. Investigate how each highway was named.

STRATEGY 5

The Incas developed advanced techniques of agriculture which supported the laboring classes and the large Inca army. Their methods of intense agriculture are still used today.

. Ask students what would be some problems in farming in high mountains.

. Ask them what they know about modern farming methods. If they know very little about cultivation, use the care of house plants as an analogy.

. Distribute Worksheet 23 "Inca Agriculture." Ask students to read to find out how the Incas solved the problems of farming on a mountain, and for any methods of farming which are still used today. For example, letting land lie fallow would be like modern crop rotation.

Questions for Discussion

- How was the land divided for cultivation?

- Explain what terracing is. Why do you think the Incas terraced the land?
  Why do you think the Incas used such intensive methods of farming?
  Would their methods of farming be used today? Why? Why not?

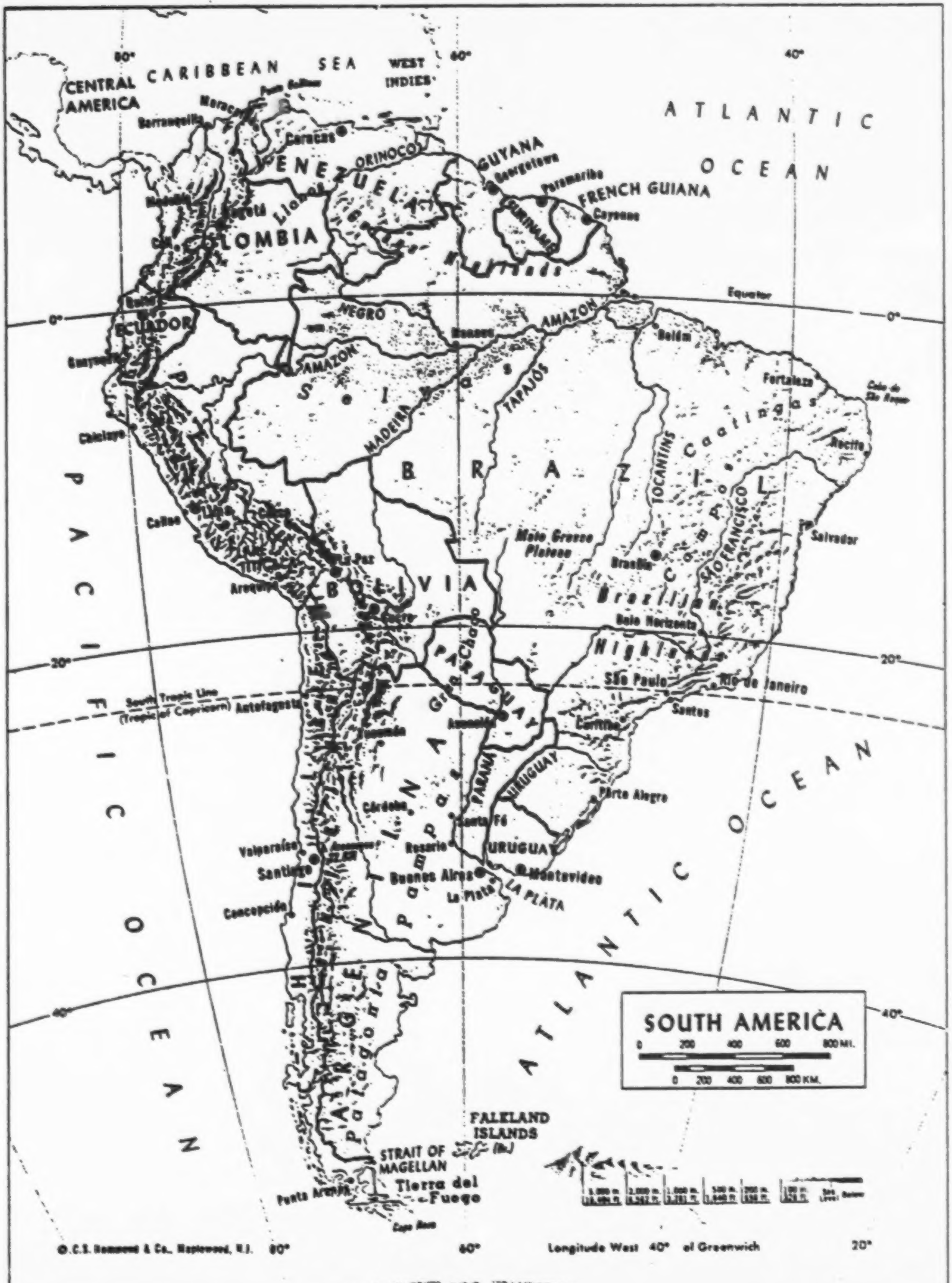
- What conclusions can you draw about the government and religion of the Incas from this reading?

STRATEGY 6 An Archaeologist Explores the Inca Culture

. Distribute copies of Worksheet 24, "An Archaeologist Explores the Inca Culture," and show the picture of Machu Picchu (Worksheet 25) on an opaque projector.

Questions for Discussion

- How were the remains of the city Machu Picchu preserved over the years?
- Why was Machu Picchu difficult to find?
- How does technology today help us locate lost sites?
- What does the picture of Machu Picchu (Worksheet 25) tell us about the skills of the Incas?
- What do the articles found in the graves tell us about the people?
- What did the people make use of natural resources?
- How would you have used the articles found in the graves if you lived among the Incas?
- What occupation might you have pursued?
- Which articles might have been made from cloth manufactured with the weaving instruments?
- How do you think the Incas felt about dogs? Explain.
- Why were the various articles and the dog buried with the women?
- What metals are needed to make bronze? How are these metals obtained? What does this tell us about the Incas' technical abilities?


SOUTH AMERICA
0 200 400 600 800 MI.
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CARIBBEAN SEA
WEST INDIES
CENTRAL AMERICA
ATLANTIC OCEAN
PACIFIC OCEAN
Punta Gallinas
Maracaibo
Barranquilla
Caracas
ORINOCO
VENEZUELA
Llanos
GUYANA
Georgetown
Paramaribo
SURINAME
FRENCH GUIANA
Cayenne
Medellín
Bogotá
Cali
COLOMBIA
Guiana Highlands
Equator
Quito
ECUADOR
Guayaquil
NEGRO
Manaus
AMAZON
Belém
Selvas
MADEIRA
TAPAJÓS
PERU
Chiclayo
Fortaleza
Cabo de São Roque
Caatingas
Recife
TOCANTINS
BRAZIL
SÃO FRANCISCO
Salvador
Callao
Lima
Cuzco
Mato Grosso Plateau
Brasília
Campos
Brazilian Highlands
Belo Horizonte
La Paz
Arequipa
BOLIVIA
Sucre
Gran Chaco
PARAGUAY
São Paulo
Rio de Janeiro
Santos
South Tropic Line (Tropic of Capricorn)
Antofagasta
Asunción
Curitiba
Tucumán
ANDES
PARANÁ
URUGUAY
Pôrto Alegre
Córdoba
Santa Fé
Pampas
ARGENTINA
Valparaíso
Aconcagua 22,834
Rosario
Santiago
Buenos Aires
Montevideo
La Plata
LA PLATA
Concepción
CHILE
Patagonia
FALKLAND ISLANDS (Br.)
STRAIT OF MAGELLAN
Tierra del Fuego
Punta Arenas
Cape Horn
0°
20°
40°
80°
60°
40°
20°
Longitude West 40° of Greenwich
© C.S. Hammond & Co., Maplewood, N.J.

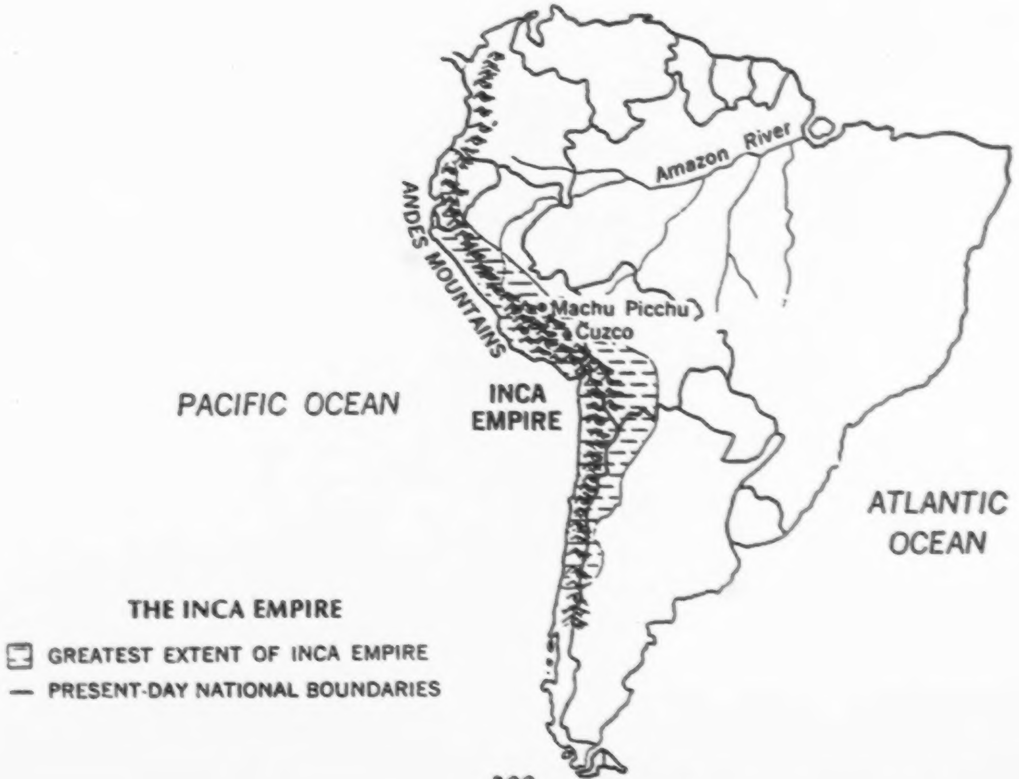
PEOPLE OF THE ANDEAN REGION

From earliest times, the mountains isolated the peoples of the Andean region. People could not travel or trade with one another. There was very little communication between them. However, one group learned to overcome this isolation. They were the Incas (ING-kuz) (They built bridges across mountain ravines).

The Incas built a powerful empire, beginning about 1200 A.D. It extended north to present day Ecuador and south into Chile. The center of the Inca empire was a city called Cuzco (KOO-skoe). The capital city was nestled high in the mountains of southern Peru.

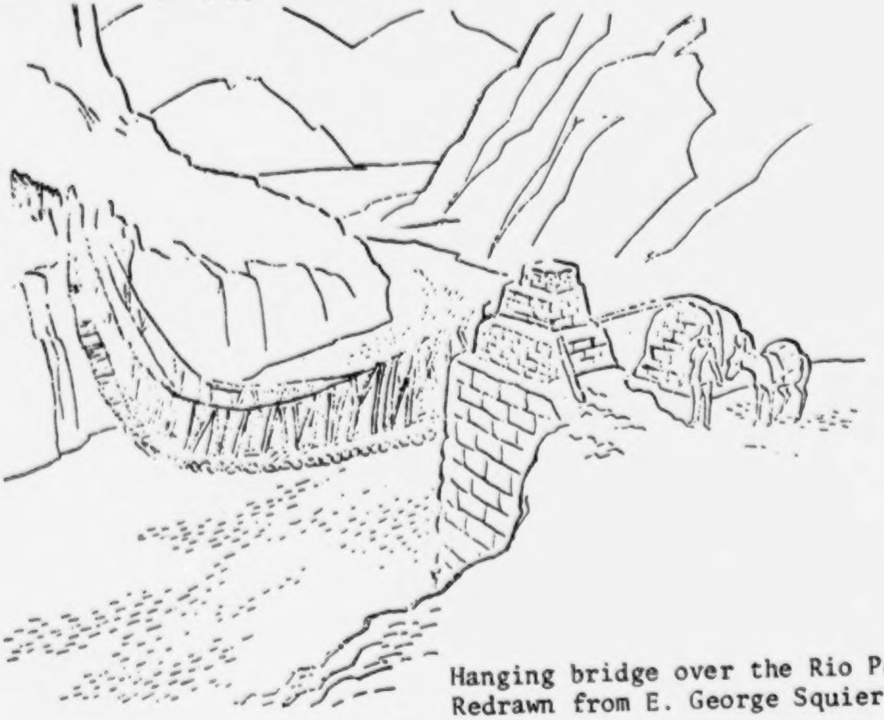
The king, called the Inca, held supreme power. All the people were his subjects. They worked for him. In turn, the Inca provided the people with all of their basic needs. To be sure that everyone would have enough to eat, the government controlled farming. Crops included corn, potatoes, and peanuts. Each family contributed something to the public welfare. Those who had special skills, such as weaving or jewelry-making, gave some of their crafts while others worked in the fields or on the roads.

The Incas believed in many gods. They believed their ruler was a direct descendant of the god of the sun. They built temples to their gods, huge stone walls, bridges, and paved roads that still exist today. In the cities of Cuzco and Machu Picchu (MAA-chew PEA-chew), one can see the Incas' amazing architecture. The Incas also produced beautiful gold objects.

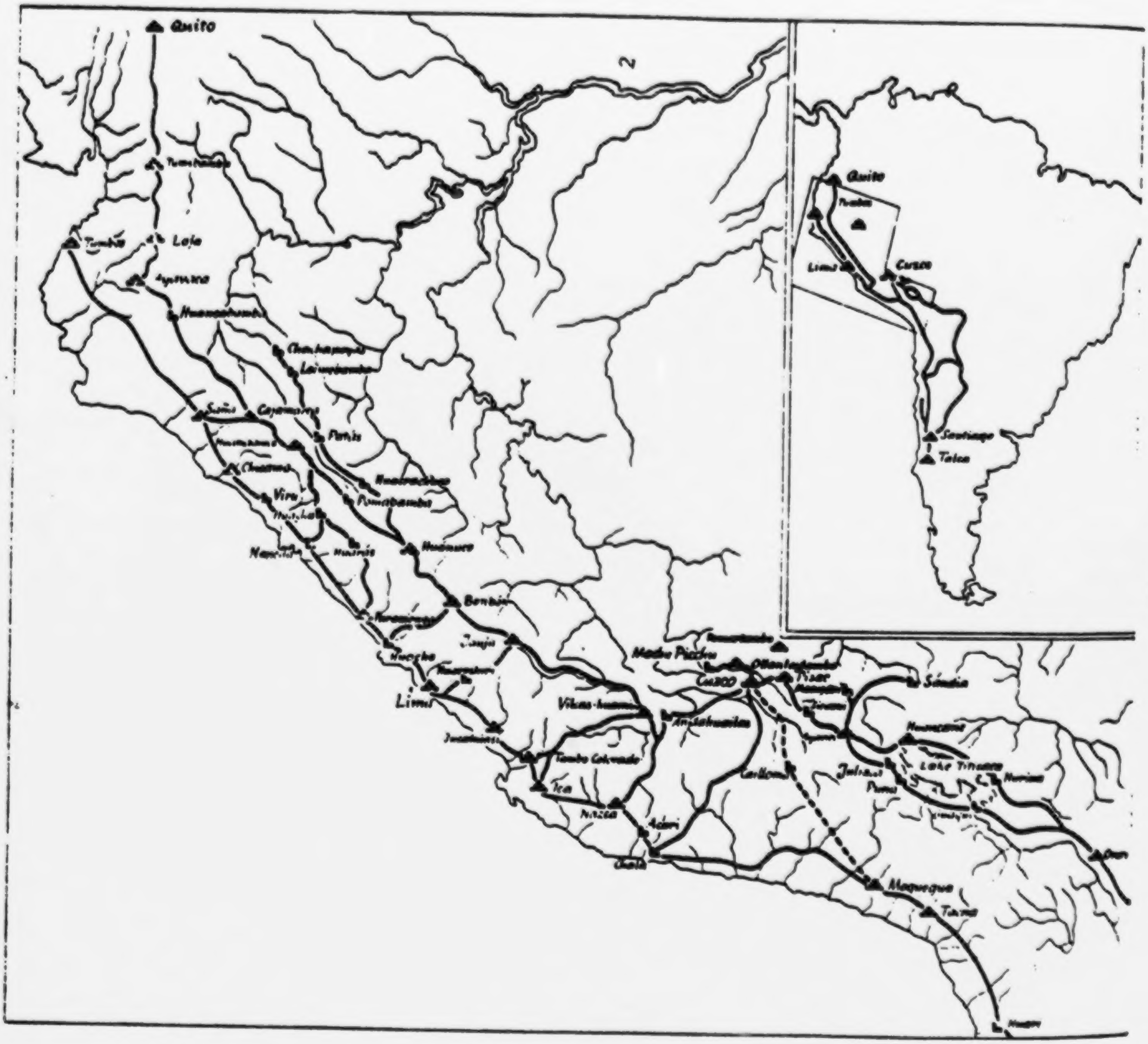

Amazon River
ANDES MOUNTAINS
Machu Picchu
Cuzco
PACIFIC OCEAN
INCA EMPIRE
ATLANTIC OCEAN
THE INCA EMPIRE
▤ GREATEST EXTENT OF INCA EMPIRE
— PRESENT-DAY NATIONAL BOUNDARIES

They knew and often used the cantilever type of bridge, as for the stone bridge of Carabaya... but this could only be used to bridge rivers not much more than forty feet in width; so without arch or wood, they perfected the suspension bridge. They reversed the arch through suspension cables, for depending as it does on the principles of gravity, pressure, and weight, the arch is earthbound and passive. The Incas reversed the arch curve and gave it wings--and it became the hanging bridge. First in construction--the cables; those of this particular bridge were accurately measured by an American in 1864; they were 148 feet long (add an additional forty feet for imbedding). They were as thick as a man's body, plaited and twisted as rope cables are, made in fact from the same material as modern rope is--the cabuya (a plant related to the agave, the fleshy-leaved century plant). The cables were spun at the edge of the river to be bridged (it was the technique of spinning steel cables at the place of construction that John Roebling introduced for the first time in the building of the Brooklyn Bridge), and then the cables were brought across to the other side.

--Von Hagen, pp.547-548



Hanging bridge over the Rio Pampas.
Redrawn from E. George Squier, Peru, 1877.


Quito
Tumbes
Loja
Ayavaca
Huancabamba
Chachapoyas
Cajamarca
Pataz
Chicama
Vira
Huamachuco
Pomabamba
Huánuco
Bonbón
Jauja
Lima
Huacho
Vilcas-huaman
Tambo Colorado
Ica
Nazca
Acari
Chala
Machu Picchu
Ollantaytambo
Cuzco
Pisac
Andahuaylas
Sandia
Huancané
Lake Titicaca
Juliaca
Puno
Moquegua
Tacna
Quito
Lima
Cuzco
Santiago
Talca

INCA AGRICULTURE

The economic basis of Inca civilization was an intensive agriculture, which supported not only the laboring population but the large Inca armies, an enormous bureaucracy, and many other persons engaged in non-productive activities. Garcilaso de la Vega describes Inca agricultural technique.[8]

AFTER THE INCA had conquered some kingdom or province and had approved the government of the villages and the place of residence of the inhabitants according to his laws and the worship of his person, he ordered the cultivated land (land that would bear maize) to be enlarged, and for this purpose he sent for engineers to construct irrigation channels. From their works, both those that have fallen into ruin and those that remain in good order, it is clear that they were superb artisans. They dug as many channels as were required, according to how much useful land needed irrigation, for since this country is generally poor in grain-bearing land, they sought to increase it as much as possible. And because this land is underneath the torrid zone it must be irrigated, and they did this very carefully, never sowing a seed of grain without irrigation. They also built channels to water the pastures when the autumn rains were belated, for they wished to benefit the pasture lands as well as the sowed fields, since they had immense flocks. These channels for the pastures fell into ruin after the Spaniards entered the country, but their remains may still be seen.

After the channels had been made, they leveled the fields and arranged them in squares, to obtain the full benefit of the water. On the hills and slopes, where there was good land, they made terraces such as may be seen today in Cuzco and throughout Peru. To make these terraces they erected three strong walls of hewed stone, one in front and two at the sides, inclining slightly inward (as all their walls do) to sustain the weight of the earth, which they fill in until it is level with the top of the walls. Having constructed this terrace, they built another smaller one above it, and farther on one that was still smaller. In this manner they gradually covered the whole hill, grading it with their terraces like a stairway, and making use of all the land that was arable and could be irrigated. Where a hillside was rocky they removed the rocks and brought earth from elsewhere to construct terraces and make the place useful, rather than let it go to waste. The first terraces were large, of sufficient width and length for sowing one, two, and three hundred *fanegas* of seed, more or less, according to the situation of the site, and the next ones were smaller, and thus they continued to diminish as they ascended until the last terraces had room for two or three rows of maize. So much industry did the Incas display in the matter of increasing the land for the sowing of maize. In many places they would continue an irrigation canal for fifteen or twenty leagues in order to water a small quantity of grain land, lest it be wasted.

Having increased the arable area, they measured all the land in that province, each village separately, and divided the land into three parts: one for the sun, another for the king, and the remaining part for the natives. In the division they always took care that the natives had enough land to sow, preferring that they have too much rather than not enough. And when the population of the town or province increased, they took land from the portions of the sun and the Inca for the vassals; thus the king retained for himself and for the sun only those lands that would otherwise remain deserted, without an owner. The greater part of the terraces were allocated to the sun and to the Inca, since he had ordered their construction. Besides the cornfields that they irrigated, they divided dry, unirrigated land, where they planted other seeds and very important vegetables, such as the *papa* and *oca* and *añus*; these lands they also divided according to their system, a third part to the vassals and the same to the Sun and the Inca. And since these lands were sterile for lack of irrigation, they planted them for only one or two years, after which they distributed still other lands, letting the first ones lie fallow; in this manner they adjusted the use of their infertile lands so that they might always be productive.

Garcilaso de la Vega, *Comentarios*, I, 225–227.

THE ARCHEOLOGIST EXPLORES THE INCA CULTURE

During the Inca era many hill and mountain tops were the building sites of towns and fortified cities.

Of the many ruins encountered and described by the conquering Spaniards since their advent in 1532, this particular town called Machu Picchu by the Indians, seems never to have been known or visited. No one knows why. The occupants lived on after the Conquest, to die out many years later, leaving the place to silence and the snows of the high Andes.

The graves seem to have remained untouched for at least four hundred years, ever since the last Inca inhabitant was taken by death. The grave contents, the diseases of the skeletons, the tools of the people and their cultural traits as indicated by pottery, bronze, mummies, architecture, and weapons tell a fascinating story.

a. Articles found in several graves and caves

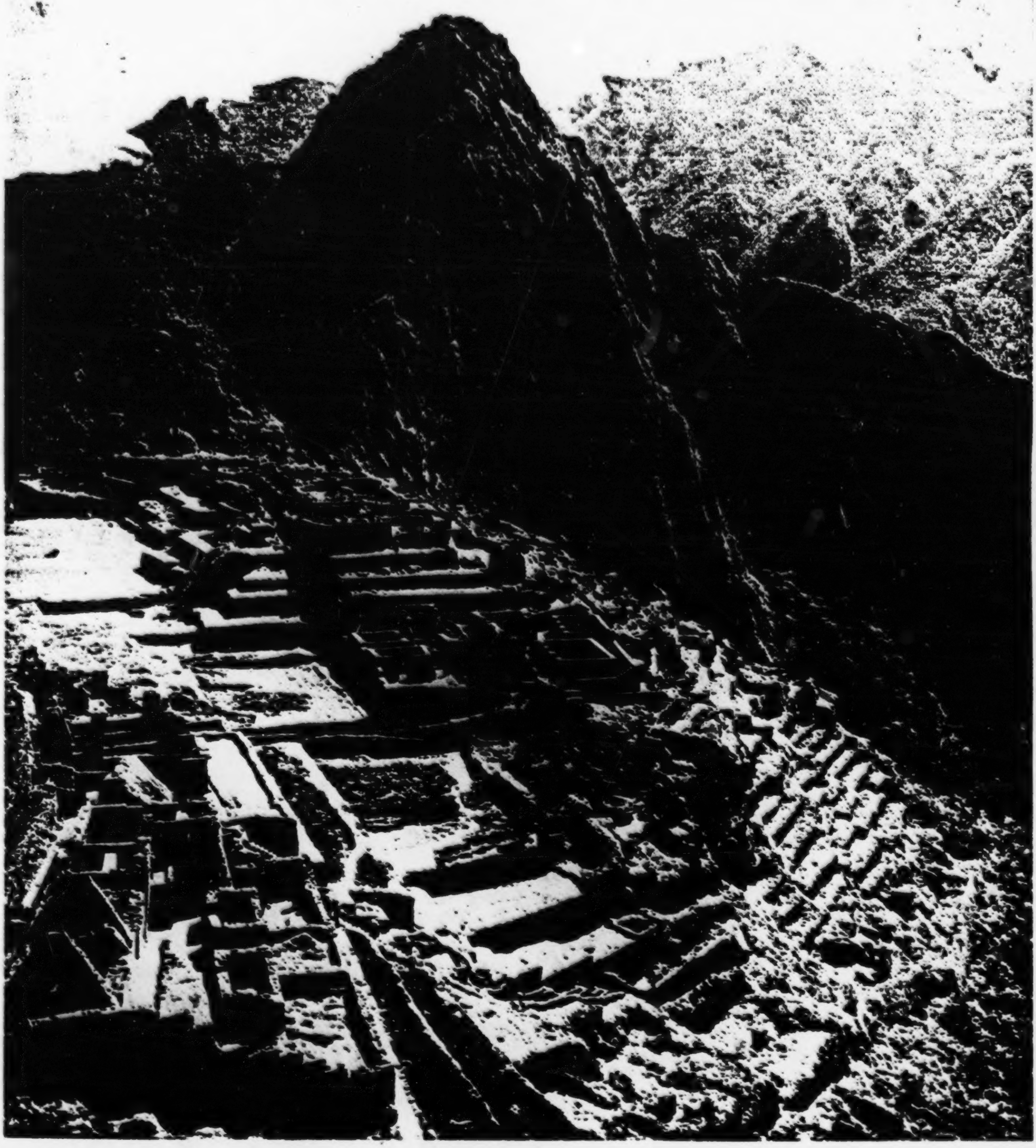
A stone hammer
A mason's tool
Cutting tools of obsidian (volcanic glass) and bronze
Colored stone pendents and other parts of necklaces
Bronze pins and toilet articles

b. Articles found in one grave

A female skeleton
Two jugs with molded human faces
A cooking pot
Jewelry
The skeleton of a little dog
Two large bronze shawl pins
Bronze tweezers
Plant-spine sewing needles
A minute bronze curette
A spoon
A bronze hand mirror

-- from Pan American Union, Americas,
August, 1966, pp.7-10.

THE TOMBS OF MACHU PICCHU



SUB-THEME: Comparison of Inca, Mayan, and Aztec Civilizations

LEARNING ACTIVITY 5

RATIONALE

As a culminating activity students should review and summarize what they have learned about the highly complex civilizations of South America and Mesoamerica in the pre-Columbian era. The exercises ask students to compare and contrast the political, social, and economic systems of the Maya, Inca, and Aztec peoples.

PERFROMANCE OBJECTIVES

Students will be able to:

- Explain the unique features of the Inca, Mayan, and Aztec civilizations.
- Compare and contrast the civilizations of the Incas, Mayas, and Aztecs.
- Discuss the contributions of each of these societies.
- Classify information about these societies.

STRATEGY 1

- Distribute copies of **Worksheet 26** (two page), and have students answer the following questions for discussion:
  - How does our judicial system differ from that of the Aztecs? In what ways is it similar?
  - Do you think the punishment always fit the crime in Inca society? Why do you think the Incan nobles were punished more severely?
  - How does local government among the Inca resemble local government in the United States?
  - Are there similarities between the Mayan and the U.S. government systems?
  - Could the pre-Columbian civilization have survived for as long as it did without a strong government? Explain.
  - Under which of the three governments would you have the most freedom? Explain.
  - Would you prefer living under a government which constantly told you what to do or one which offered law and order with freedom of expression? Explain.
  - Do you believe in the old adage, "Let the punishment fit the crime"? Explain. What do you think it should mean today?
  - Does fear of punishment prevent a person from committing a crime? Why or Why not? Explain.

STRATEGY 2

- Distribute copies of Worksheet 27, "Fact Sheet on Three Societies."
- Based on the material in previous learning activities and the "Fact sheet..." discuss briefly:
  - What are some differences and similarities in these three societies.
  - Would you consider any of the features (government, social system, culture, economic system) of these nations unique? Explain.
  - Why have these three societies been considered "advanced" for their time?
  - Based on the information presented in these readings, in which of these three societies would you have preferred to live? Why?
  - Why do you think each of these societies ceased to exist?
- Then divide the class in groups and have each group complete the chart (Worksheet 28) "Comparison of the Aztecs, Incas, and Mayas," using the "Fact Sheet..." and previous learning activities. Each group could do one society or the whole chart. Students should also create additional categories where necessary. Their findings may be presented in oral reports, summary questions, or writing assignments.
  - If you were the leader in one of these societies, what changes would you make?
  - If you were a member of one of these societies and were suddenly introduced to New York City society, how would you react?

Extended Activity

- Students can research one or several of the pre-Columbian Indian civilizations listed below, and make relevant comparisons with Mayan, Aztec and Incan society:

Toltecs
Caribs
Arawaks
Guarani
Jivaros
Chibcha
Charruan

"GOVERNMENT AND LAW IN THE INCA, MAYAN, AND AZTEC SOCIETIES"

INCA

Structure of Government

On the lowest level of their government the Incas, who counted by tens as most modern people do, divided their citizens into groups of 10 or sometimes 50 families. The male head of one of the families was appointed foreman of his group, the lowest office in the overall system. Ten foremen reported to a higher official, usually a hereditary curaca, or chieftain, who was responsible for 100 families. Still higher-ranking curacas were in charge of 1,000 or 10,000 families.

Above the highest-ranking curacas were Inca nobles who served as administrators in the provincial capitals and reported to the governors of the four quarters into which the empire was divided. These...persons were close relatives of the emperor, or Inca...and they formed the supreme council of state in the imperial capital, Cuzco.

Law

There were, also, regular tribunals of justice, consisting of magistrates in each of the towns or small communities, with jurisdiction over petty offences, while those of graver character were carried before superior judges, usually the governors or rulers of the districts. These judges all received support from the Inca, by whom they were appointed and removed at pleasure. *

The laws were few....The Inca Empire was a functioning theocracy: The Inca was god and man, and any crime was at once disobedience and sacrilege.

Parental authority was strict, in fact severe. Parents had the respect of their children, and the daily round of the child and its education was by doing; a child had practically no life apart from his parents....Learning was by doing; education and "becoming-of-age" were by...imitation and seeing; there was no strong contrasting line of conduct between child and adult. Out of this continuity of parent and child grew the (customs) which formed the base of the Incas' justice....

Murder, violence, theft, lying, adultery, and laziness were...punishable. Murder was punished by death: hanging, stoning, or merely pushing over a cliff....Punishment, however, was...(not so severe) if murder was done in self-defense.... ‡

Removing landmarks, turning the water away from a neighbor's land into one's own, burning a house, were all severly punished. To burn a bridge was death.

A rebellious city or province was...demolished, and its...people were...(put to death). Rebellion against the "Child of the Sun" was the greatest of all crimes.

There were, it appears, two forms of justice. Inca law distinguished crimes involving nobles from those concerning the common people. The people of the upper classes were given more severe punishment. *

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*Adapted from Prescott, The Conquest of Mexico and the Conquest of Peru, Random House, The Modern Library, pp. 754-55.

‡Adapted from Von Hagen, The Ancient Sun Kingdoms of the Americas (World, 1961), p. 480.

"GOVERNMENT AND LAW IN THE INCA, MAYAN, AND AZTEC SOCIETIES" (CONTINUED)

MAYA

Structure of Government

The halach uinic (Great Lord) was at the head of the Maya city-state. His rule was absolute and, as in all theocracies, he was a demigod. The office of the Maya halach uinic was hereditary. The office descended from father to son. If the lord died, his eldest son succeeded him. If the sons were not fit to rule, a brother of the ruler became the head of state; and if no one was available for succession, a capable person was chosen by the council. This person was probably a relative of the dead lord.

There were local governors of towns who carried out the halach uinic's orders. They were responsible for the well-being of their own towns with the help of deputies.

A council composed of chiefs from the various subdivisions of the town had a veto power on the governors' actions. The council then had direct contact with the common people through the clan heads.*

AZTEC

Structure of Government

The monarch was elected. He, alone, had legislative power. A supreme judge, appointed by the crown, presided over each of the principal cities with its dependent territories. The supreme judge made original and final judgments in both civil and criminal cases. There was no appeal from his sentence to any other tribunal, nor even to the king. He held his office during his lifetime; anyone who tried to seize his office was punished by death.

Below this magistrate was a court, established in each province, and consisting of three members. This court made judgments with the supreme judge in civil cases, but in criminal cases, the defendent could appeal to the supreme judge.

Beside these courts, there was a body of judges, distributed through the country, chosen by the people themselves in their several districts. The judges handled less important cases, while the more important ones were carried up to the higher courts.

There was still another class of subordinate officers, appointed also by the people, each of whom was to watch over the conduct of a certain number of families, and report any disorder or breaking of the laws to the higher authorities.+

Law

Justice, under the Aztec, was exacting, swift, and final. Stealing,... blasphemy, killing and drunkedness (unless it was ritual) are all capital crimes. The robbing of temples, an offense that might provoke the disfavor of the gods, or doubting the power of prayers, anything that might bring disaster on the whole tribe brought immediate death. Witchcraft was the worst crime that one could commit. To cause death by witchcraft was considered worse than murder.*

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*Adapted from Von Hagen, The Ancient Sun Kingdoms of the Americas (World, 1961), pp. 300-302.

+Adapted from Prescott, The Conquest of Mexico and the Conquest of Peru, Random House, The Modern Library, pp. 22-23.

FACT SHEET ON THREE SOCIETIES

AZTEC

The capital, Tenochtitlán, "cactus growing on a stone," was built in a fertile valley over 7000 feet (2120 m.) above sea level.

The Aztecs worshipped the god of war and the god of rain.

They fought wars to gain prisoners for human sacrifice and cannibalism.

They were great borrowers and through this avenue obtained their farming methods, construction of buildings, and the calendar.

Tenochtitlán was built on an island in lake texcoco, surrounded by high mountains.

In Aztec society, the nobles were warriors; priests came from the best families; Merchants formed a separate class; artisans did skilled work with precious metals and made elaborate weapons; the lowest class consisted of farmers and laborers.

Quetzalcoatl, the Plumed Serpent, was greatly honored and also known as the Fair-Skinned God. Aztecs believed they would flourish when he returned to earth.

Maize, leather goods, vegetables, pottery, chocolate, gold, silver, jade, and jaguar skin were sold in the markets.

MAYA

The Mayan civilization was based on their land.

They invented a calendar of 365 days divided into 18 months.

The Mayan system of picture writing has not yet been fully solved.

A Mayan tablet discovered in a ruined temple bears the inscription 6 Eznab UO, which means November 4, 291 B.C. in our calendar.

They raised corn, sweet potatoes, peppers, cotton, and tomatoes.

The Mayas worshipped nature gods, such as gods of rain, sky, the sun, and harvests.

They used drawings of human heads as well as dots and bars to represent numbers. We understand their numerical system.

The Mayas built great temples which still stand in Yucatan, Mexcico , and Tikal. Guatemala.

Mothers hung a dangling object in front of their babies' eyes so they would develop a squint which was held to be a mark of beauty.

They invented a system of counting using the zero.

INCA

The capital was Cuzco, located high in the Andes mountains.

The Incas had a talent for organization which enabled them to build and hold together a vast empire.

The economic base of this empire was farming.

The Incas built excellent roads, bridges, buildings, and large temples of stone.

They worshipped the Sun God, but rarely made human sacrifices.

Land was alotted according to family circumstances.

All information and records were kept on quipu, a base rope with colored, knotted strings tied to it.

The Incas raised barley, corn, wheat, and potatos on terraced mountain sides.

They had a progressive society in which all were taken care of, a factor which induced other tribes to join the Inca Empire.

Comparison of the Aztecs, Incas, and Mayas

	Mayas	Aztecs	Incas
Where they lived			
Habitat			
Earning a living			
Classes			
Government			
Cities			
Religion			
Achievements			

SUB-THEME: The Exchange of Products and Agricultural Techniques Between the American Indians and the World's Peoples

LEARNING ACTIVITY 6

RATIONALE

The Americas' Indians, especially the South and Mesoamerican cultures of Peru and Mexico, developed and perfected several crops that have worldwide significance and have slowly diffused from North and South America throughout Europe, and much of Asia and Africa as well. It is valuable to know that Indian civilizations did not merely succumb to European culture but influenced the lifestyles and especially eating habits of the conquerors, and through them many others.

PERFORMANCE OBJECTIVES

Students will be able to:

- Identify plants domesticated and developed by Indian cultures of Meso and South America;
- research the spread of these crops to other cultures throughout the world;
- assess the importance of each crop and its contribution to world productivity;
- analyze the reasons for creativity in crop development by the Indians and the subsequent adoption of these crops by others;
- explain the importance of corn to Latin America;
- discuss the flow of crops, products, and ideas between the Indians and Europeans, developing hypotheses that explain the types and frequencies of the exchanges between these peoples.

STRATEGY 1

- Distribute the list of agricultural products on Worksheet 29. Ask students to identify (guess) the origin of each product. Collect the survey and have students tabulate the results.

- The teacher then tells the class that all of these products came from Latin America. Ask class, were they surprised? Why? Why not?

- Direct class to rate the five most important products for Americans from most important to least important (Worksheet 29).

- Direct students to answer the questions below the list of agricultural products.

- Students could research the countries that currently use the products listed in Worksheet 29.

STRATEGY 2

. Present the following reading: "The Importance of Corn in Peru, Mexico, and Central America" (Worksheet 30).

. Students could research the following:

-The nutritional value of corn;

-A detailed account of how corn is grown.

-The importance of corn in the American Indian tribes.

-The importance of the potato first grown in South and Mesoamerica to Ireland.

STRATEGY 3

. Distribute Worksheet 31 (potato, students to choose title) and have students answer the questions on the worksheet.

STRATEGY 4

. Distribute the map Worksheet 32A, "Agriculture -- Where It Began and How It Spread." After students have studied the map, hand out Worksheet 32B, "Spread of Agricultural Products," and have them complete the chart and answer the questions based on the map.

Questions for Discussion

- From the map presented on the previous page, what conclusions can you reach about the spread of products from one area of the world to other areas?
- Which areas of the world have contributed foods that you eat today?

Agricultural Products

chocolate
avocado
wild grapes
maple syrup
sunflower seeds
chili pepper
nuts: acorn, black walnut,
chestnut, cashew, pecan
tapioca

corn
papaya
mushrooms
yam
blackberry
pimento
raspberry
white potato
cranberry

rubus
elerberry
strawberry
vanilla
pumpkin
pineapple
wild berry
wild plums
tomato

Questions for Discussion

- Why do you think the products listed above were adopted by other countries outside of Latin America?
- Would the ability of Latin Americans to grow and use these products tell us anything about Latin American culture? Explain.
- Why is there a generally swift flow of products and crops between peoples but much (relatively) slower diffusion of ideas, philosophy, and ideologies?
- What has greater global impact, the exchange of products or the exchange of ideas? Explain.
- Which has greater global impact: the exchange of products or the exchange of ideas? Why? Explain your answer.

WORKSHEET 30 SOUTH AND MESOAMERICA THEME II

The Importance of Corn

IN PERU, MEXICO AND CENTRAL AMERICA

The sowing, harvesting, grinding, and consuming of corn, either in bread or in fermented drinks, meant industry and agriculture to the Aztecs, Mayas, and Incas.

Corn kept the tribe in one region and laid the foundation for the development of a nation. Because of corn, the development of an empirical astronomy began, and it culminated in the Aztec, Mayan, and Inca calendars. Since corn was grown in both Peru and Mexico during the classical age of the Mayan and Inca empires, it is thought that there was contact between these civilizations.

Define the following words:

sowing
industry
cultivate
culminated
harvesting
fermented
empirical
consuming
agriculture
astronomy

1. Use each of the words listed above in a sentence. How many of these words were you able to define from their use in the reading?
2. What does grinding do to corn?
3. What foods today are made with corn?
4. Why do you think the growing of corn kept the people in one region?

____

choose the title

Like other American Indians, the people of pre-Columbian Peru ate corn, but their staple food was the white potato. The Indians would leave their small, gnarly potatoes out to freeze in the cold Andes nights. The potatoes were then thawed, smashed to a pulp, dried in sheets, and eaten like bread.

In the 1500s, Spaniards who came to America took this valuable plant back to their homeland, and it soon was cultivated in other European countries. In Ireland the potato became the major food. Because Irish settlers introduced the potato into England's North American colonies, it became known as the "Irish potato." Ireland suffered a severe potato famine in the middle of the nineteenth century, resulting in large numbers of Irish immigrants settling in the United States.

Today in Peru and Bolivia descendants of the Incas still eat bread-like sheets of potatoes that have been frozen, thawed, and dried.

The best title for this reading would be (pick one or invent your own):

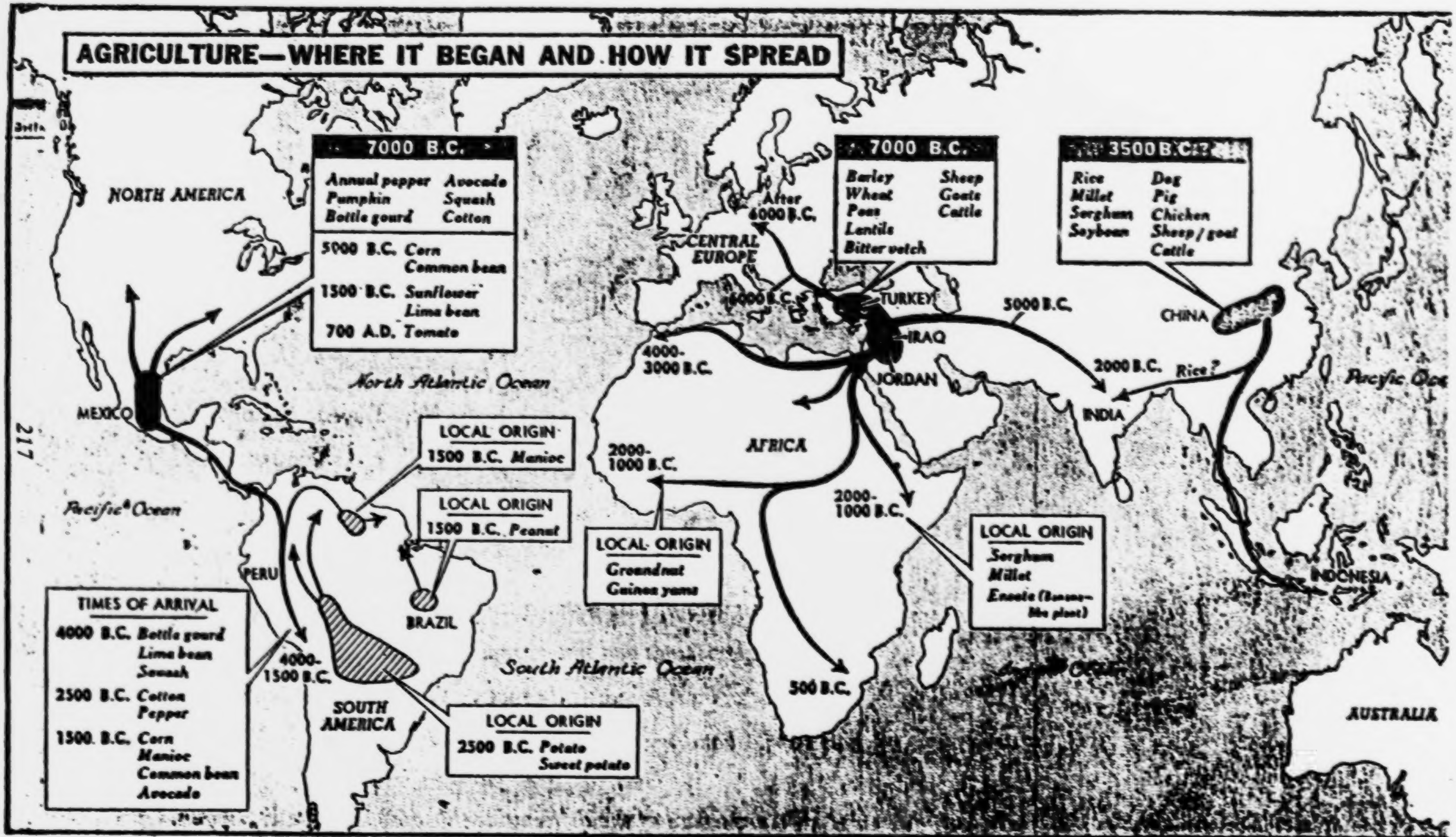
The Potato in Pre-Columbian Peru
The Global Impact of the Potato
The Importance of the Potato in Today's World

____

- Why is the potato, which was introduced by the Indians, called the 'Irish potato?"

- How does this reading illustrate the potato as an example of cultural diffusion?

Adapted from H. Miller Bailey and F.H. Cruz, The Latin Americans: Past and Present (Boston: Houghton Mifflin Co., 1972), p. 22.


AGRICULTURE—WHERE IT BEGAN AND HOW IT SPREAD
NORTH AMERICA
7000 B.C.
Annual pepper
Avocado
Pumpkin
Squash
Bottle gourd
Cotton
5000 B.C. Corn
Common bean
1500 B.C. Sunflower
Lima bean
700 A.D. Tomato
MEXICO
North Atlantic Ocean
Pacific Ocean
PERU
LOCAL ORIGIN
1500 B.C. Manioc
LOCAL ORIGIN
1500 B.C. Peanut
BRAZIL
TIMES OF ARRIVAL
4000 B.C. Bottle gourd
Lima bean
Squash
2500 B.C. Cotton
Pepper
1500 B.C. Corn
Manioc
Common bean
Avocado
4000-1500 B.C.
SOUTH AMERICA
LOCAL ORIGIN
2500 B.C. Potato
Sweet potato
South Atlantic Ocean
After 6000 B.C.
CENTRAL EUROPE
6000 B.C.
7000 B.C.
Barley
Wheat
Peas
Lentils
Bitter vetch
Sheep
Goats
Cattle
TURKEY
IRAQ
JORDAN
4000-3000 B.C.
AFRICA
2000-1000 B.C.
LOCAL ORIGIN
Groundnut
Guinea yams
2000-1000 B.C.
LOCAL ORIGIN
Sorghum
Millet
Ensete (Banana-like plant)
500 B.C.
5000 B.C.
3500 B.C.?
Rice
Millet
Sorghum
Soybean
Dog
Pig
Chicken
Sheep / goat
Cattle
CHINA
2000 B.C.
Rice?
INDIA
Pacific Ocean
INDONESIA
AUSTRALIA

Agriculture is believed to have developed simultaneously in the Middle East and Mexico. The map traces its courses and indicates dates of arrival of crops.

The New York Times, Sunday, January 29, 1967

SPREAD OF AGRICULTURAL PRODUCTS

PRODUCTS OR ANIMALS	PROBABLE ORIGIN	WHERE EXPORTED
barley		
peas		
sheep		
groundnut		
soybean		
pepper		
pumpkin		
avocado		
cotton		
corn		
bean		
sunflower		
manioc (tapioca)		
sweet potato		
peanut		
wheat		
pigs		
cattle		
tomato		
rice		

SUB-THEME: The Spanish Conquest

LEARNING ACTIVITY 7

One of the major skills in social science research is the ability to evaluate source material. In choosing reading source material one must consider what it tells us about the subject and what it tells us about the author. Students should be made aware that in reading about the Aztecs through the account of a Spanish conquistador, questions should be raised about what attitudes might influence the writer's perspective and what impression the writer might want to create. When the Aztecs presented their view of the Spanish conquerors, what attitudes might have influenced their portrayals? Whenever possible ask students to apply the same principle to their analyses of current events.

This learning activity is a case study of the Spanish conquest of the Aztecs. The methods used by the Spanish in conquering the Aztecs were similar to those used in defeating other indigenous peoples, including the Incas. The results, i.e., enslavement, depopulation, and destruction of many aspects of their cultures were also similar.

PERFORMANCE OBJECTIVES

Students will be able to:

- Write two hypotheses about the beliefs and cultures of the Aztecs and the Spanish conquistadors.
- Predict the results of armed conflict between the Spanish and the Aztecs.

STRATEGY 1

- Direct students to read Worksheet 33, "A Report of the Scene in Mexico." Use the following questions for discussion and/or writing assignments:
  - Based on this rendition, what can you tell us about the culture and beliefs of the Spanish?
  - What impressed the writer most about the Aztecs? Why?
  - Why do you think the Spanish left a cross and explained their religion in each village they visited?
  - Would you say that the Spanish were well armed and ready for a fight? Why or why not?
  - If you had heard these stories about Montezuma and his military strength, would you have been willing to engage in battle? Why or why not?
  - What does the writer say about how the Spanish soldiers felt about the idea of fighting with the warriors of Montezuma? Do you believe him? Why or why not?

- Could there be another explanation for his statements about how the Spanish soldiers felt? If so, what?
- Would you have believed the chief's stories about Montezuma? Why or why not?
- Why do you think the Spanish wanted to conquer the Aztecs?
- Were they justified in wanting to conquer the Aztecs? Explain.
- Based on this account, do you think the Spanish will be able to defeat the Incas? Explain.

STRATEGY 2

. Direct students to read the passage about Cortes and to look at the pictures of an Aztec and a Spanish soldier on Worksheet 34. Use the following questions for discussion and/or writing assignments:

- What additional information about the relative strength of the Aztecs and Spanish can you gather from the pictures?
- Would the additional information presented in the pictures and the reading passage change your mind about who would win in a conflict between Spanish and Aztec forces? Explain.
- What would be the greatest advantage the Spanish soldiers had over the Aztec warriors? Why?
- If you were the Aztec war chief, what would your battle plan be? What would be the greatest advantage the Aztecs had over the Spanish?

STRATEGY 3

. Have students analyze drawings on Worksheet 35 and the poem on Worksheet 36, then answer the following questions:

- Give three reasons accounting for the Spanish victory, as depicted in the cartoons.
- Who composed the poem and the cartoons--the Aztecs or the Spaniards? Give evidence to support your answer.
- According to the cartoons, how did the Spanish treat the Indians?
- Are the scenes depicted in the cartoons historically accurate? What sources would verify the accuracy of these drawings?
- According to the poem, how did the Aztecs suffer from the Spanish conquest? Why has the water turned red? What did the author mean when he wrote "our inheritance...is lost and dead"?
- Do you think these cartoons are effective in getting the message across? Why? Why not?

Would you consider these pictures a reliable source in determining how the Spanish treated the Indians? Explain.

STRATEGY 4

- Distribute Worksheet 37. Consider how Montezuma's (spelled Moctezuma in the reading) beliefs would affect his behavior during the meeting.
- Direct students to divide into pairs. Students will roleplay the meeting between Montezuma and Cortez. Students playing the role of Cortez should answer the following:
  - What demands would you make of Montezuma?
  - How would you persuade him to meet your demands?
  - How would you treat those Indians who joined forces with you against Montezuma?
- Students playing the role of Montezuma should consider the following:
  - How would you attempt to persuade Cortez to leave your country?
  - How would you treat Cortez, considering that you believe him to be a god?

A REPORT OF THE SCENE IN MEXICO

When our departure for Mexico had received full consideration, we sought advice as to the road we should take, and the local chieftains were agreed that the best and most convenient road was through the province of Tlaxcala, for the Tlaxcalans were their allies and mortal enemies of the Mexicans.

Forty chieftains, all warriors, were already prepared to accompany us and were of great assistance to us on that journey; and they provided us as well with two hundred carriers to transport our artillery. We poor soldiers had no need of help, for at that time we had nothing to carry except our arms, lances, muskets, crossbows, shields, and the like, with which we both marched and slept, and we were shod with hempen shoes, and were always prepared for a fight.

In the middle of August, 1519, we set out from Campoala, keeping always in good formation, with scouts and some of the most active soldiers in advance.

The first day we marched towards a town named Jalapa, and thence to Socochima, a strong place with a difficult approach, and inside there were many vines of the grapes of the country on trellises. In both these towns, through our interpreters, all matters touching our holy religion were explained to the people, and that we were the vassals of the Emperor Don Carlos, who had sent us to put an end to human sacrifices and robbery. As they were friends of the Campoalans and did not pay tribute to Montezuma, we found them very well disposed towards us, and they provided us with food. A cross was erected in each town and its meaning was explained to them and they were told to hold it in great reverence.

We next entered into the land belonging to the town of Xocotlan, and we sent two Indians to advise the Cacique how we were faring so that the people might receive us favorably. This town was subject to Mexico so we always marched on the alert and in good order for we could see that we were already in a different sort of country, and when we saw the white gleam of the rooftops and the houses of the Caciques and the cues and numerous oratories, which were very lofty and covered with white plaster, they looked very pleasing like a town in our own Spain, so we called the place Castilblanco, and so it is called to this day. And when, through our messengers, they knew that we were approaching, the Cacique and other chieftains came out to meet us close by their houses. The name of the Cacique was Olintecle, and he conducted us to some lodgings and gave us food, but there was very little of it and it was given with ill will.

As soon as we had eaten, Cortés asked through our interpreters about their Lord Montezuma. The chief told us of his great strength in warriors, which he kept in all the provinces under his sway, without counting many other armies which were posted on the frontiers and in neighboring provinces, and he (the chief) then spoke of the great fortress of Mexico, and how the houses were built in the water, and how one can only pass from one house to another by means of bridges, or canoes; and how all the houses have flat roofs, which, by raising breastworks when they are needed, can be turned into fortresses. That the city is entered by three causeways, each causeway having four or five openings in it through which the water can flow from one part to another, and each opening has a wooden bridge over it so that when any one of those bridges is raised no one can enter the city of Mexico. Then the chief told us of the great store of gold and silver, and chalchihuite stones and other riches which Montezuma, his lord, possessed, and he never ceased telling us how great a lord he was, so that Cortés and all of us marvelled at hearing him. The more he told us about the great fortress and bridges, of such stuff are we Spanish soldiers made, the more we wanted to try our luck against them, although it seemed a hopeless enterprise, judging from what Olintecle explained and told us. In reality Mexico was much stronger and had better munitions and defenses than anything he told us about, for it is one thing to have seen the place itself and its strength, and quite another thing to describe it as I do. He added that Montezuma was so great a prince that he placed anything he chose under his rule, and that he did not know if he would be pleased when he heard of our stay in that town, and that we had been given lodgings and food without his permission.

August, 1519. Adapted from The Discovery and Conquest of Mexico 1517-1521 by Bernal Díaz del Castillo. New York: Farrar, Straus and Cudahy, 1956. The original was written in Spanish.

THE SPANISH CONQUISTADORES

Read the paragraph below and answer the questions.

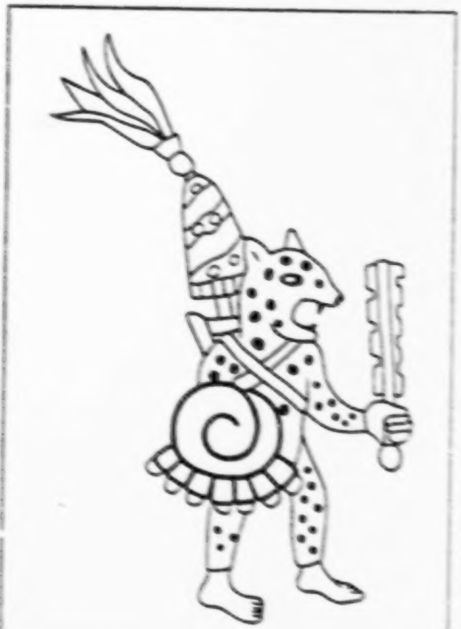
Cortes and his soldiers brought with them many things that the Aztecs had never seen before. The Spanish had as weapons cannons, crossbows, and muskets. They also rode upon horses and had huge mastiff dogs. These dogs fought alongside their masters in battle.

1. Imagine that you are an Aztec warrior or field worker. What would go through your mind as you watched the Conquistadores coming toward you?
2. Look at the picture below. List how each of the following would affect a battle between the Aztecs and Conquistadors:

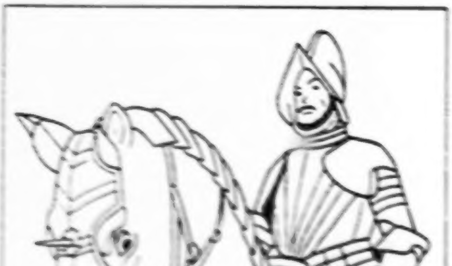
helmet____________________ metal armor____________________

musket____________________ spear____________________________

armor of animal hide______________________________________

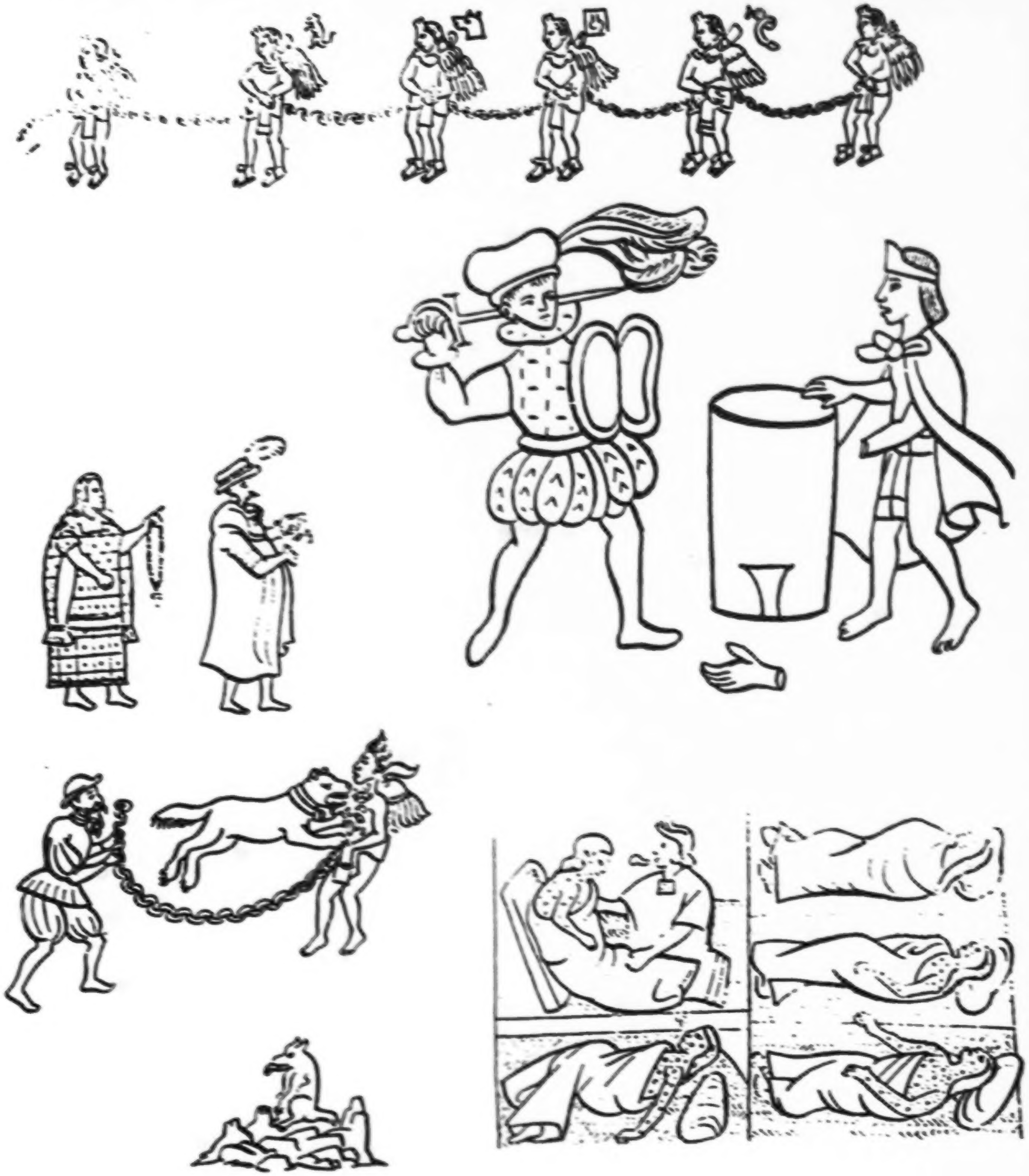


An Aztec Jaguar Knight dressed for battle, wearing a pelt and wielding an obsidian-edged war club.



A mounted Spaniard in full armor.

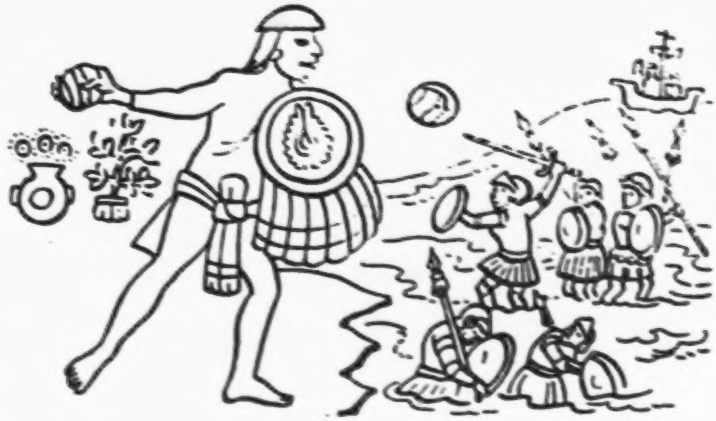
Source: Michael C. Meyer and William L. Sherman, The Course of Mexican History (New York: Oxford University Press, 1979), p.127.

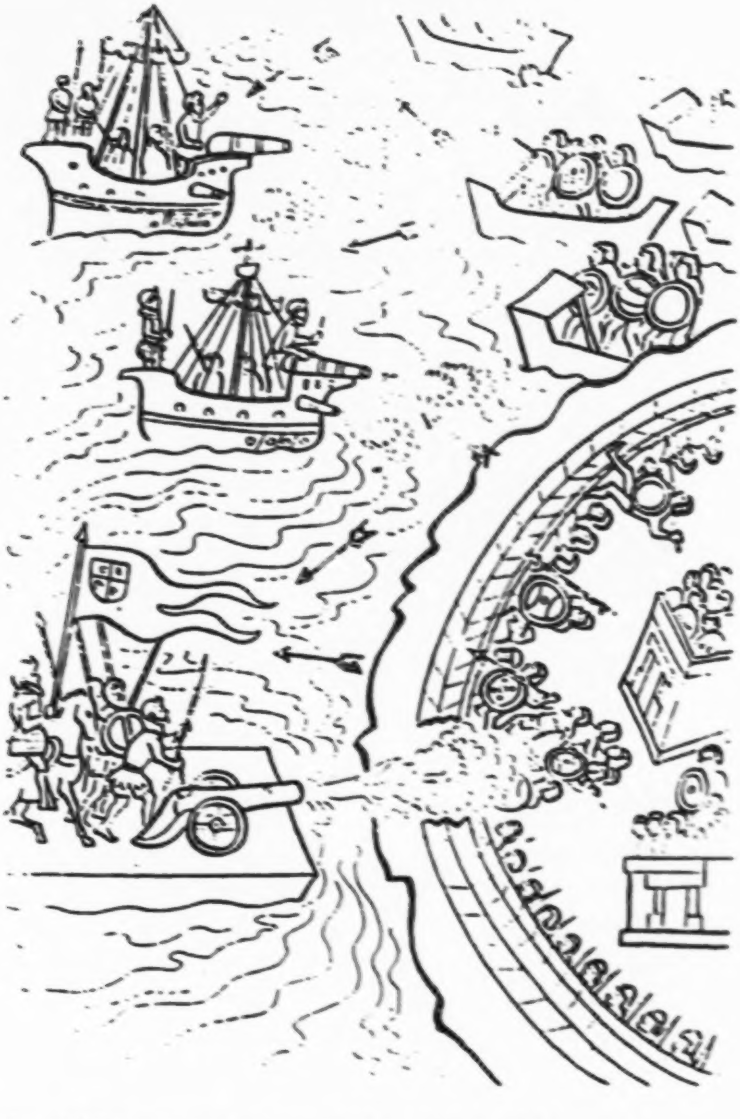


Incidents After the Surrender of the Aztecs
(Proceso de Alvarado)

Source: Miguel Leon-Portilla, ed., The Broken Spears: The Aztec Account of the Conquest of Mexico, (Boston: Beacon Press, 1962), pp. 91, 126, 143.

WORKSHEET 35 (continued)





Spanish Brigantines Besiege the City (Codex Florentino)

Source: Miguel Leon-Portilla, ed., The Broken Spears: The Aztec Account of the Conquest of Mexico, (Boston: Beacon Press, 1962), pp. 137-138.

Epic Description of the Besieged City

Broken spears lie in the roads;
we have torn our hair in our grief.
The houses are roofless now, and their walls
are red with blood.

Worms are swarming in the streets and plazas,
and the walls are splattered with gore.
The water has turned red, as if it were dyed,
and when we drink it,
it has the taste of brine.

We have pounded our hands in despair
against the adobe walls,
for our inheritance, our city, is lost and dead.
The shields of our warriors were its defense,
but they could not save it.

We have chewed dry twigs and salt grasses;
we have filled our mouths with dust and bits of adobe;
we have eaten lizards, rats and worms....

From: Miguel Leon-Portilla, ed., The Broken Spears: The Aztec Account of the Conquest of Mexico (Boston: Beacon Press 1962), pp. 137-38.

The Return of a God

In the Aztec year called One Reed, according to written Aztec sources, unusual happenings were noted in the land of the emperor, *Moctezuma*. Comets were seen in the skies. Strange dark storms swept across the Aztec lands. Animals born with two heads were reported. Fear spread among the people and among the leaders. Strangest of all, messengers from the east coast told of seeing giant houses on the ocean. Light-skinned, bearded strangers were supposed to have come ashore from these giant houses.

Moctezuma and his priests came to believe that the strange happenings meant the end of their rule. Legends told that in this year, One Reed, the tribal god *Quetzalcoatl* would return to Mexico to be the new king. He would return from the east and be light-skinned and bearded. Moctezuma and his priests believed one of the strangers off the coast to be Quetzalcoatl. They tried to develop a plan to **discourage** Quetzalcoatl from coming to take over their city.

Moctezuma decided that he would send gifts of gold to show his friendliness. He instructed his messengers to ask Quetzalcoatl politely to leave Mexico. But this plan was doomed, for when the light-skinned strangers were given their gifts they were reported to be delighted. The gold made them curious about the emperor Moctezuma. They wanted to see more gold and treasures, and they refused to leave Mexico.

An alarming report reached Moctezuma. A fight had broken out between the light-skinned people and the coastal Indians, who were subjects of the Aztecs. During the fight, the strangers used sticks which spouted lightning and killed men a hundred paces away. New monsters appeared in the fight. They were part deer and part man. These monsters brought terror to the Indians.

In time Moctezuma learned that the strangers were being joined by Indian subjects who were old enemies of his. Together they were all slowly marching toward his city, Tenochtitlán. On the way they conquered village after village. In the battles, temples were destroyed and priests were driven away. A new god was replacing the old Aztec god in each village. Moctezuma realized he would have to meet and talk with the strangers. This meeting was finally arranged.

Source: Alan Riese and Beverly W. Rodgers, Return to Aztlan, Cambridge, Mass.: Educators' Publishing Service, Inc., 1979, p. 23

SUB-THEME: The Early Impact of the Spanish Conquest

LEARNING ACTIVITY 8

RATIONALE

The Spanish built a vast empire in the New World. They forced the Indians to work in the mines and attempted to convert them to Christianity. This activity is designed to give students a better understanding of the reasons for Spanish expansion in the new world and the methods the Spanish used to subjugate the indigenous peoples. The second reading is a sermon that deals with the horrible treatment of the Indians by the Spanish.

PERFORMANCE OBJECTIVES

Students will be able to: -

- Formulate a hypothesis about the reasons the Spanish built colonies in America.
- Explain the reasons for the establishment of a forced labor system in the New World.
- Apply the concept of a forced labor system to a current-day situation.
- Explain what the harsh treatment did to the Indian.
- Evaluate the effects of the Spanish conquest.
- Give reasons for the rise and decline of the missions.
- Explain the impact of the missions on Indian culture.
- Use a key to obtain information from the diagram of a hacienda.

STRATEGY 1

- Distribute copies of Worksheet 38, "Queen Isabella's Indian Policy," and ask students to answer the following questions:

- What can you tell about the goals of Spain in the New World? Why might Spain want to build a large colonial empire?

- Why does Queen Isabella say that there should be forced labor of the Indians? Is she justified in demanding that the Indians work for the Spaniards? Why? Why not?

- If you were an Indian, how would you feel about mining gold for the Spanish? Explain.

- Do you think there are any other reasons, besides those stated, why Queen Isabella wanted to establish a forced labor system?

- Why do you think the Queen wants the Indians to convert to Christianity? Can you think of any reasons why the Spanish might have had difficulty in converting the Indians to Christianity? Explain.

- How do you think the Spanish might have felt if the Indians tried to convert them to their Indian religion?

- Why did the Queen want the gold from the mines of "New Spain"? How would large amounts of gold affect the economy of Spain? Explain.

- How would you compare the forced labor system developed by the Spanish with slavery? (Students could research this topic.)

. Ask students to write a letter which could have been written by the Indian chief living in Alcantara, answering Queen Isabella's decree. They should include the following:
  - Their understanding of the flaw in Isabella's reasoning: How can she call Indians free people, not slaves, and then command that they be compelled to associate with the Spaniards and forced to work?
  - Their feelings about the forced labor system.
  - Their opinions about Indian conversion to Christianity.

STRATEGY 2

. Direct students to read and study the diagram on Worksheet 39 . Lead a discussion of the hacienda system with the following questions:

- What can you learn about the hacienda from this diagram?
- How was the hacienda self sufficient?
- Why do you think the Spanish wanted to keep the hacienda self sufficient?
- Based on the type of work illustrated in the diagram, what types of job existed on the hacienda?
- Do you think that peons (peasants) were treated fairly?
- Can you tell in what country this hacienda is located? Explain your answer.
- How large is the hacienda?
- What items would probably not have been found on the early haciendas?
- Why do you think the following are included on the hacienda: alfalfa, windmills, vineyards, grain storage facilities?
- How would you compare the agricultural system of the hacienda with that of the Aztecs?

STRATEGY 3

. Distribute copies of Worksheet 40, "The Strange Sermon of Father Montesino," and have students answer the questions following the excerpt.

STRATEGY 4

The conquistadors employed various methods in their attempt to convert the Indians to Christianity. One successful method was the institution of mission towns. These missions greatly changed the lifestyles of the Indians who occupied them.

. Direct students to examine the picture of the mission town on Worksheet 41 (figure 1) and answer the following questions:

  - Why do you think the Spanish built these mission towns for the Indians?
  - Why do you think the church is the largest building in the town? Why is it located in the center of the town?

. Direct students to examine the picture of religious activities on Worksheet 41(figure 2) and answer these questions:

  - What can you tell about the impact of the Spanish on the natives from this picture?
  - In what ways do you think the lives of the Indians changed after their conversion to Christianity?

. Ask students to read the two quotations on Worksheet 42 and answer these questions:

  - How does each of the writers describe the life of the Indians in the missions? How do their accounts differ? Is it possible for both accounts to be accurate?
  - Would you need any additional information to determine the accuracy of these accounts? Explain your answer.
  - What are some questions that you would ask to verify the accuracy of these accounts?
  - Which of these quotations is a primary source? Which is a secondary source? Explain.
  - Of these quotations, which do you think is more reliable--the primary or the secondary source? Explain.
  - Would you want to live in a mission? Why or why not?

STRATEGY 5

. As a culminating lesson, students should be asked to evaluate the overall impact of the Spanish conquest. Ask students to study "Some Effects of the Spanish Conquest" on Worksheet   , and to add other effects they feel were omitted. Conduct a discussion in which the information on the worksheet as well as students' suggestions are considered.

. Divide the class into five or six equal groups. Ask each group to rank the listed effects of the conquest (Worksheet 43) from the most to the least important. Each group should agree on the selections by majority vote. Ask a group representative to report the decisions of the group to the class and have students compare the results.

. Ask students to rate the total effect of the conquest as negative or positive on a continuum, and to explain their reasons in a written paragraph.

1 2 3 4 5 6 7 8 9 10

Negative Positive

QUEEN ISABELLA'S INDIAN POLICY

Medina del Campo, December 20, 1503

Isabella, by the Grace of God,
Queen of Castile, etc.

In as much as the King, my Lord, and I, in the instruction we commanded given to Don Fray Nicolás de Ovando, Comendador mayor of Alcántara, at the time when we went to the islands and mainland of the Ocean Sea, decreed that the Indian inhabitants and residents of the island of Española, are free and not subject...and as now we are informed that because of the excessive liberty enjoyed by the said Indians they avoid contact and community with the Spaniards to such an extent that they will not even work for wages, but wander about idle, and cannot be had by the Christians to convert to the Holy Catholic Faith; and in order that the Christians of the said island...may not lack people to work their holdings for their maintenance, and may be able to take out what gold there is on the island...and because we desire that the said Indians be converted to our Holy Catholic Faith and taught in its doctrines; and because this can better be done by having the Indians living in community with the Christians of the island, and by having them go among them and associate with them, by which means they will help each other to cultivate and settle and increase the fruits of the island and take the gold which may be there and bring profit to my kingdom and subjects:

I have commanded this my letter to be issued on the matter, in which I command you, our said Governor, that beginning from the day the said Indians associate with the Christians of the island and to work on their buildings, and to gather and mine the gold and other metals, and to till the fields and produce food for the Christian inhabitants and dwellers of the said island; and you are to have each one paid on the day he works the wage and maintenance which you think he should have...and you are to order each cacique to take charge of a certain number of the said Indians so that you may make them work wherever necessary, and so that on feast days and such days as you think proper they may be gathered together to hear and be taught in matters of the Faith....This the Indians shall perform as free people, which they are, and not as slaves. And see to it that the said Indians are well treated, those who become Christians better than the others, and do not consent or allow that any person do them any harm or oppress them....

I, the Queen

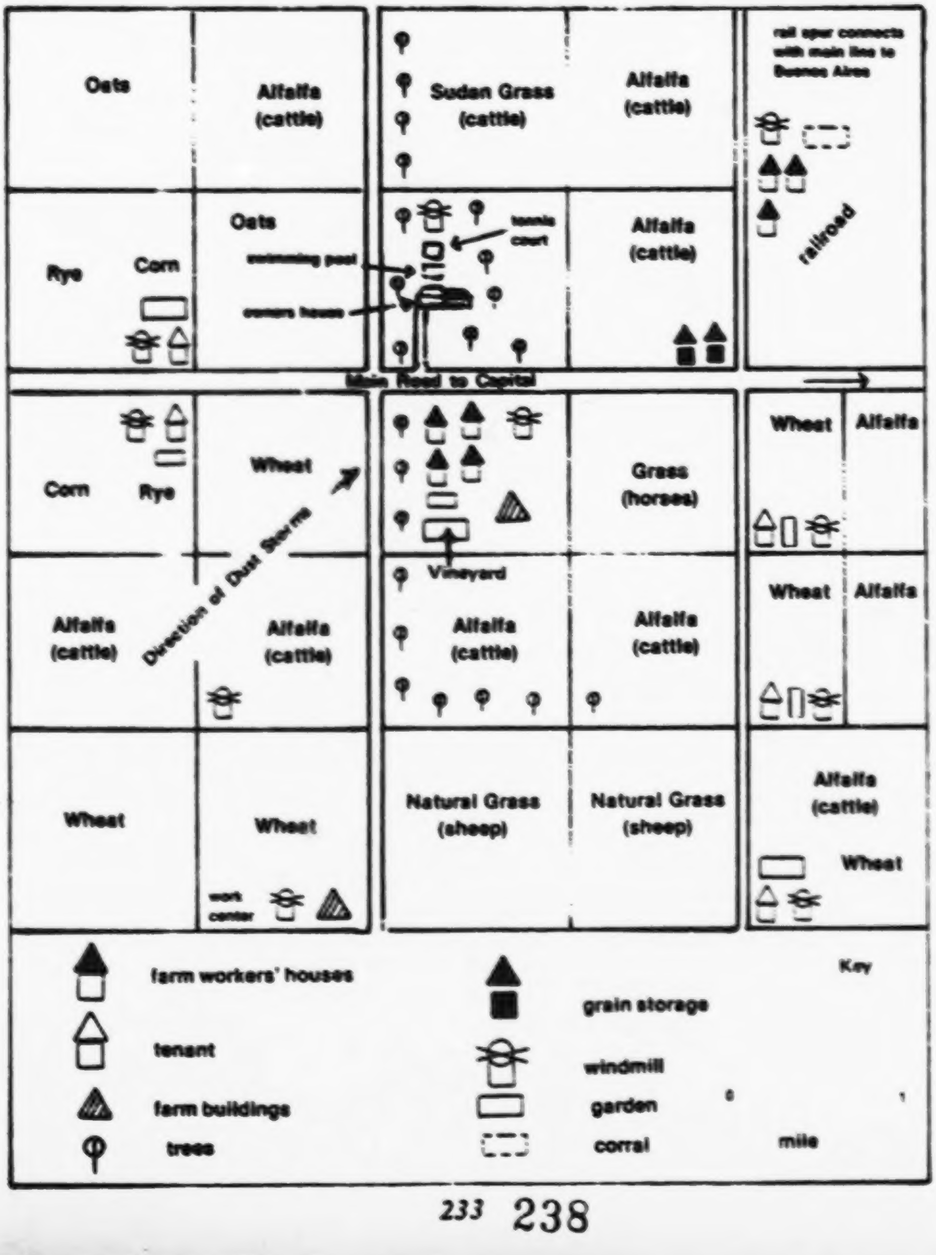
Source: Lesley Byrd Simpson, The Encomienda in New Spain; Forced Native Labor in the Spanish Colonies 1492-1550 (Berkley: University of Calif. Press) 1929,pp 30-

DIAGRAM OF A MODERN HACIENDA

The large estates held by the Spanish settlers were called haciendas. Since land was a major source of wealth and prestige, the large landholders formed the aristocracy in South America. The encomienda system forced the Indians to work for the landholders. The Indian laborers or peons were allowed little plots of land for their own use. They usually gave a share of their produce or worked a certain number of days for the hacendado (landholder). The hacienda was not just for agricultural purposes. It was a social and economic system that governed the lives of its members in every respect. Today it is still an important institution in many South American countries.

Below is a diagram of a modern hacienda. Which is similar to the ancient haciendas of the Spanish colonial period. The crop rotation which is shown in this diagram was also used on the ancient hacienda.

DIAGRAM OF A MODERN HACIENDA


Oats
Alfalfa (cattle)
Sudan Grass (cattle)
Alfalfa (cattle)
rail spur connects with main line to Buenos Aires
Rye
Corn
Oats
swimming pool
owners house
tennis court
Alfalfa (cattle)
railroad
Main Road to Capital
Corn
Rye
Wheat
Direction of Dust Storms
Grass (horses)
Wheat
Alfalfa
Vineyard
Alfalfa (cattle)
Alfalfa (cattle)
Alfalfa (cattle)
Alfalfa (cattle)
Wheat
Alfalfa
Wheat
Wheat
work center
Natural Grass (sheep)
Natural Grass (sheep)
Alfalfa (cattle)
Wheat
Key
farm workers' houses
tenant
farm buildings
trees
grain storage
windmill
garden
corral
0
1
mile

THE STRANGE SERMON OF FATHER MONTESINO

This excerpt is taken from a sermon preached by Father Montesino to the Spanish on Hispaniola.

This voice declares that you are in mortal sin and live and die therein by reason of the cruelty and tyranny that you practice on these innocent people (referring to the Indians of Hispaniola). Tell me, by what right or justice do you hold these Indians in such cruel and horrible slavery? By what right do you wage such detestable wars on these people who lived mildly and peacefully in their own lands, where you have consumed infinite numbers of them with murders and desolations? Why do you so greatly oppress and fatigue them, not giving them enough to eat or caring for them when they fall ill from excessive labors so that they die or rather are slain by you so that you may extract and acquire gold every day? And what care do you take that they receive religious instruction and come to know God and Creator, or that they be baptized, hear mass, or observe holidays and Sundays?

Are they not men? Do they not have rational souls? Are you not bound to love them as you love yourselves?

Questions for Discussion:

- Why does Father Montesino believe the Spanish on Hispaniola are in mortal sin? Do you agree? Why or why not?
- In what ways would Father Montesino disagree with Queen Isabella about the Indians? How do you think Queen Isabella would have reacted to Father Montesino's sermon?
- How does Father Montesino feel about the Indians? How do you think most of the Spanish feel about the Indians?
- Do you think the Spanish would have forced the Indians to work in the gold mines if they had been of the same race as the Spanish? Why or why not?

Source: Readings in Latin American Civilization, 1492 to the Present, Benjamin Green, ed., Cambridge: The Riverside Press, Houghton Mifflin Co., 1900, pp. 87-90.

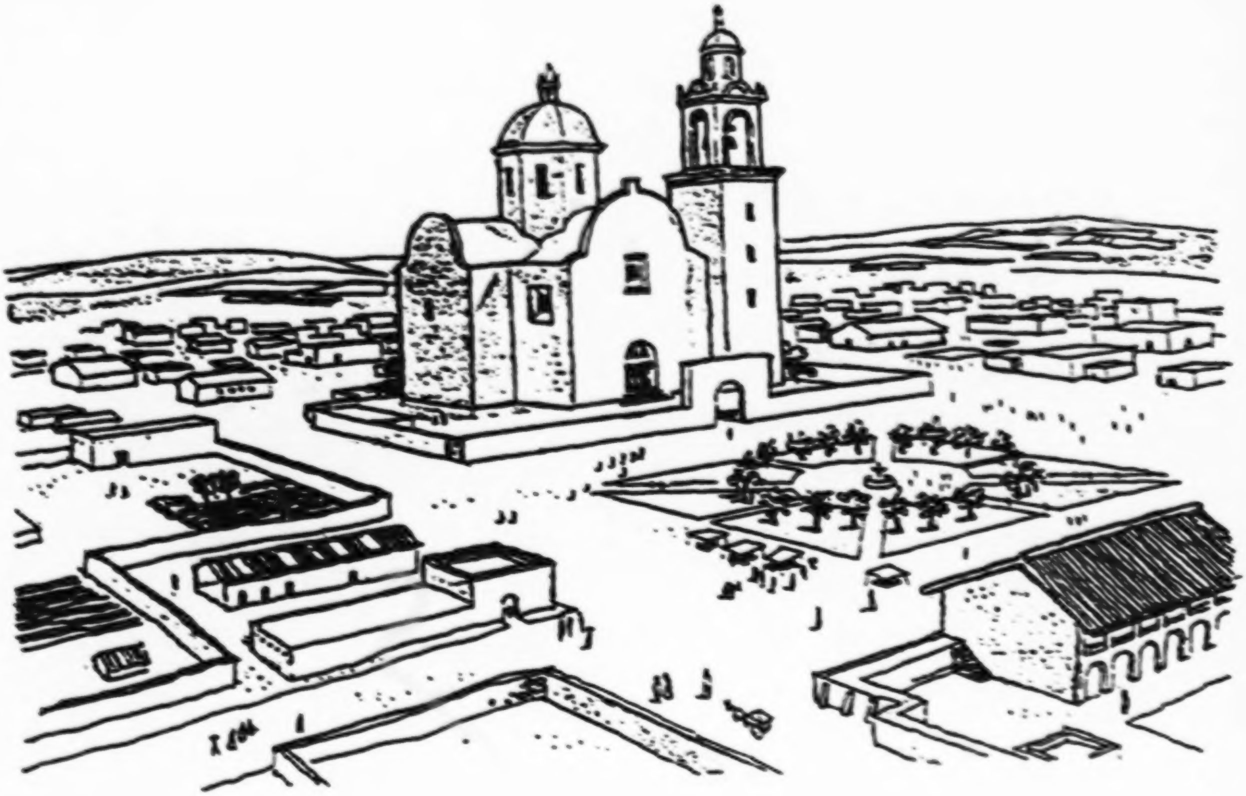


Figure 1 - A Mission Town in Spanish America.

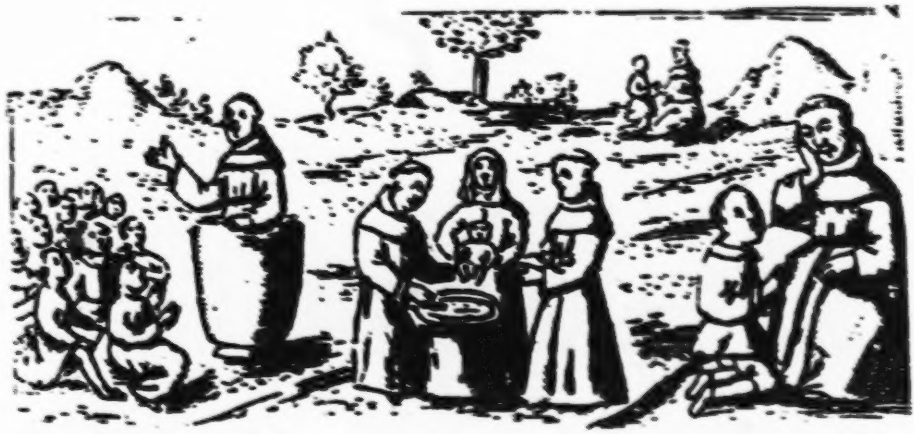


Figure 2 - Religious Activities in Spanish America.

QUOTATION 1

The mission villages were designed to bring the Indians to one center, concentrating them so they could be trained in tilling the soil, converted to Christianity and protected from European adventurers. The most successful missions were run by the Jesuits. They prospered from the production of cotton and tobacco. In the Jesuit missions, the Indians were generally well treated. They were fed, cared for when sick, educated and taught about Christianity. They were protected from greedy Europeans and generally led a peaceful, productive existence.

Adapted from the historical writings of Cunningham Graham

QUOTATION 2

The Indians have progressively lost their vigor of character and natural vivacity which in every state of society are the noblest fruits of independence. The training by the friars did not prepare the Indian to stand alone. They had no practice in self-government, no responsibility for their economic life and small opportunity to learn new skills.

Adapted from the eyewitness account of Baron Von Humboldt

SOME EFFECTS OF THE SPANISH CONQUEST

- Indians of the country near large towns or cities began to dress and behave more like European peasants, forsaking their traditions. Remote areas were affected less, and some isolated regions know nothing of the conquest to this day.

- Indians began to herd and use for farm work sheep, goats, oxen, and burros--all imported from Europe.

- One example of new technology quickly adopted was the use of roof tile which replaced thatch.

- Europeans introduced a variety of diseases previously unknown in the Americas, causing a dramatic decline in native population.

- Spanish language and the European art of printing gave Indians of widely differing cultures and tongues a unified, powerful means of communication.

- Since Spaniards and Creoles looked down on manual labor, they used the Indians as work slaves. A hierarchical society emerged, with Indians and imported slaves at bottom, mestizos in the middle, and Europeans on top.

- Spaniards outlawed human sacrifice and cannibalism.

- The Spanish version of civilization was carried to regions where the Aztecs, Mayas, and Incas never set foot.

- Spaniards destroyed the institutions of the Aztecs, Mayas, Incas, and other native peoples.

Adapted in part from Helen Bailey and Frank Cruz, The Latin Americans: past and present (Boston: Houghton Mifflin), 1972.